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ILLINOIS TEACHER OF HOME ECONOMICS

REACHING ALL MINORITIES THROUGH HOME ECONOMICS

Capitalizing on Interest in Children

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FOREWORD

It is appropriate that the first issue of the ILLINOIS TEACHER, Volume XVII, which carries the theme, "Reaching All Minorities Through Home Economics," should be on the subject of child development. For surely people, whether they are considered a "minority" group or not, have an interest in children, and teachers can capitalize on this interest to make learning in child development meaningful and relevant. It is a rare high school student who does not have some contact with young children. He or she may have younger siblings, nieces or nephews, sons or daughters, or there may be children who live next door, on the next block, or for whom he/she babysits. How can teachers use these contacts with children to interest and motivate special students--minority students, if you will--in the study of children and child development? This issue of the ILLINOIS TEACHER was planned to help the teacher of child development capitalize on student interest in children.

The articles in this issue fall into two categories: those which directly address the topic of teaching child development to minority students, and those which discuss issues and ideas which could be used in teaching any group of students, including minorities.

In the first category, Hazel Taylor Spitze's article, "Reaching All Minorities Through Home Economics," keynotes both this volume and this issue of the ILLINOIS TEACHER. She highlights our interpretation of the definition of "minority" students, and gives suggestions for meeting the needs and interests of these students. Mildred Griggs discusses the needs of black students, the realities of their lives, and the implications for planning curriculum and content in the areas of child development. The pregnant teenager is the focus of the article by Rose Andersen, while boys and child development is the topic Norma Hammerberg considers. SATURDAY REVIEW granted us permission to reprint Pat Orvis' article "Slow Learners" which describes a child care program for academically less able students. Flora Conger outlines an exciting new child development program at Okaloosa Walton Junior College.

The second category of articles covers a broad range of child development related topics. In an article designed to be read by both teachers and students, Dr. Genevieve Painter describes "The Parents' Role As Baby's Teacher." Laurel Richards reminds us of the frightening problem of child abuse, and the implications that can be drawn for schools and, more specifically, for the child development teacher. Sandra Feitshans suggests a number of interesting ideas for combining children and food into exciting learning experiences for preschoolers and high school students. The issue concludes with some suggestions and resources which the teacher may want to use to enrich, facilitate or supplement her teaching.

Connie R. Sasse
Editor for This Issue

Editor's Note: Mrs. Sasse edited this issue during her final weeks with ILLINOIS TEACHER last spring and is now Editor of TIPS & TOPICS, Texas Tech University, Lubbock.

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REACHING ALL MINORITIES THROUGH HOME ECONOMICS

Hazel Taylor Spitze

Perhaps some would think that we are being a bit presumptuous in suggesting that we can reach all minorities through home economics. In addition, some may think it peculiar that we strive to reach "*all*" minorities. After all, how many kinds of minorities are there? What is a minority anyway? One of the definitions in my dictionary is "a part of a population differing from others in some characteristics and often subjected to differential treatment."

Using this definition, who, then, are the minorities in home economics?

- non-whites
- males
- the academically talented
- the mentally handicapped
- the physically handicapped
- the rich
- the poor
- redheads
- those overweight
- those underweight

Is a minority *any* group that is not average? Is anybody average? Is there anyone who is not a member of one or more minority groups? Even the WASP (White Anglo-Saxon Protestant) is not immune, for he may be below average in height, weight or intelligence, or above average in wealth, alcohol consumption, or the number of his progeny. Or he may be Republican, unmarried, baldheaded, or crippled. Or he could be a bird-watcher, amateur boxer, gambler, or world traveler. All of these represent minorities, and one could easily belong to several of them.

Who Controls Minorities?

Another of the definitions of minority in my Webster's Unabridged is "the smaller in number of two aggregates; the group having less than the number of votes necessary to control." Since the realities of our modern day force us to recognize that ability to control is not always the number of votes but may instead be the amount of power or money held by a group, we might alter our definition to read: the group lacking the ability to control.

Then arises the value question, Who *should* control? Should the majority always control? Or should a minority with money control? Or a minority with power? Or an administrator? Or a teacher?

If control in any group is shared, if all who are to be affected by decisions participate in making them, many of our present problems in schools might disappear. Sometimes the problems that are referred to as "discipline problems of a troublesome minority" are simply the efforts of a minority to prevent control by another minority.

We have tended too often to attach a negative connotation to the word *minority*. We have too often thought of non-average as abnormal or bad. In fact, though, our minority status, or statuses, may be what makes us interesting. We can cherish our own and others' differences and all can benefit. The idea of the "melting pot" of America, in which all are melted and cast into the same mold, is far less popular than it used to be.

Teaching Minorities

When we say, then, that we can reach all minorities through home economics, perhaps we are saying that we can reach everyone. And since home economics is a field of study which encompasses so much of what is vital in the daily lives of everyone, it should not be too difficult.

Reaching minorities through home economics means getting to know each student as an individual, respecting his/her worth and dignity, recognizing individuality rather than stereotyping the group, and understanding students' backgrounds. It means basing teaching objectives on students' needs, and choosing content that is relevant to the students in terms of their interests, abilities, and goals for the future. It means using teaching and evaluation techniques that help maintain interest and motivation, that build rather than destroy self-esteem, that provide success experiences for all and minimize failure, and that make learning a pleasant task that students wish to continue. As Bruner has said, students need to experience the joy of discovering intellectual relationships. This is the pleasure in the learning task.

It is easy to say all these things in a single, simple paragraph, but acting upon them takes professional skills. It takes conscious effort to avoid the usual practice of favoring the high-academic-ability student, the handsome one, the quiet conformist, the upper income, the one with values most like the teacher's own. The non-conformist who seems like a "pain" in the classroom may become a criminal, or an Einstein or Edison who pushes out the boundaries of knowledge and changes the course of society. The reactions of his/her teachers may make the difference. It takes more teaching skill to react positively to the student who smells, who questions the accuracy of the teacher's statements, who uses offensive language, or who has the leadership ability to organize protests against school policy than it does to "keep school" with the docile ones. Hence, a teacher who can do so is able to take pleasure in his/her competence. That teacher can also learn from his/her students and cause them to learn from each other.

Child Development--A Means of Reaching Minorities

Child development is one of the important areas of home economics through which we can reach all minorities. We have all *been* children and most of us *have* children. If we do not have sons and daughters, we have nieces, nephews, young neighbors and friends. To most people, children are fascinating and lovable. Therefore, the study of children seems interesting and relevant.

How is the teaching of child development different when our students are "minorities" from when they are "average"? Certainly the principles to be taught remain the same. What are these principles?

In one foundation-supported program of parent education, a group of scholars identified the following six "major, essential characteristics of mature, responsible citizens in a democratic, free society" and they were used as a basis for teaching parents through study-discussion groups.¹

1. Feelings of security and adequacy
2. Understanding of self and others
3. Democratic values and goals
4. Problem-solving attitudes and methods
5. Self-discipline, responsibility, and freedom
6. Constructive attitudes toward change

A recent source of help in choosing content for child development is the Report to the President of the White House Conference on Children.² The Conference was held in December 1970 and the Report published the following year. It contains the results of the pre-conference work of 26 "forums" as well as the conference discussions of nearly 4000 invited participants. The subjects of these forums and discussion groups included such important issues as Crisis in Values, Keeping Children Healthy, Family Planning and Family Economics, Developing Child Care Services, Physical and Social Environments, Children in Trouble, and Changing Families in a Changing Society. As a participant in the latter group at the Conference, I was impressed with the work that had preceded the Conference and the way in which emerging life styles were studied without condemnation.

Rights of Children

Forum 22 on the Rights of Children categorized the "specific rights which are central to a child's well-being" into six groups:

1. The right to grow in a society which respects the dignity of life and is free of poverty, discrimination, and other forms of degradation.
2. The right to be born and be healthy and wanted through childhood.
3. The right to grow up nurtured by affectionate parents.
4. The right to be a child during childhood, to have meaningful choices in the process of maturation and development, and to have a meaningful voice in the community.

¹Ethel Kawin, *Basic Concepts for Parents*, Vol. 1 of *Parenthood in a Free Nation* (N.Y.: Macmillan, 1963), p. 5.

²*Report to the President of the White House Conference on Children* (Washington, D.C.: Supt. of Documents, U.S. Govt. Printing Office), 450 pp. \$4.75.

5. The right to be educated to the limits of one's capability and through processes designed to elicit one's full potential.
6. The right to have societal mechanisms to enforce the foregoing rights.³

This Forum made the following recommendations to the President and additional ones were made by sub-groups of the Forum. A discussion of these recommendations, and the above rights, and how they might be implemented in the local community could be a valuable experience for a high school class and its teacher.

1. To ensure children's rights, including basic needs and education, individuals and agencies responsible for providing these must be held accountable--legally and otherwise.
2. We recommend that laws dealing with rights of parents be reexamined and changed where they infringe on the rights of children.
3. Funds must be allocated to the states to provide counsel to children in juvenile proceedings, legal or administrative.
4. All children must be ensured permanent, loving family nurture through improved coordination and monitoring of family, foster care, and adoption referral services.
5. A cabinet post and legislative committees must be established at all levels of government to focus on children.
6. A minimum subsistence income by geographic area must be Federally established and Federally guaranteed for every family.
7. A thorough study of the advocacy concept should be made prior to any government implementation of a child advocacy program.
8. Children's participatory rights must be clearly defined and guaranteed.⁴

Recommendations from the White House Conference on Children

On the last day of the Conference, delegates voted on overall Conference recommendations, and the following sixteen ranked highest:

1. Comprehensive family-oriented child development programs including health service, day care and early childhood education.
2. The development of programs to eliminate the racism which cripples all children.

³*Ibid.*, p. 350.

⁴*Ibid.*, pp. 360-363.

3. Reordering of national priorities beginning with a guaranteed basic family income adequate for the needs of children.
4. Improve nation's system of child justice so law responds in timely, positive ways to needs of children.
5. A Federally financed national child health care program which assures comprehensive care for all children.
6. A system of early identification of children with special needs which delivers prompt and appropriate treatment.
7. Establishment of a child advocacy agency financed by the Federal government and other sources with full ethnic, cultural, racial and sexual representation.
8. Establish immediately a Cabinet post of children and youth to meet needs of all children.
9. Health, welfare, education and bilingual-bicultural growth of all children must be given top priority.
10. Immediate, massive funding for development of alternative optional forms of public education.
11. A change in our national way of life to bring people back into the lives of children.
12. Elimination of racism demands many meaningful Federal programs, particularly an adequate family income maintenance floor.
13. A national land use policy must be developed to guarantee the quality of leisure services, social services and our nation's natural resources for all children.
14. Universal developmental child care without sex role stereotyping will help to eliminate institutional, individual sexism.
15. All institutions and programs that affect children must involve children as active participants in the decision-making process.
16. The Indian representatives of this Conference will recommend that all levels embark on a vigorous practical approach to enhance the future of our children.

Resources for the Child Development Teacher

Popular magazines can be an important resource for the teacher of child development. For example, the March 1973 issue of the *Saturday Review of Education* has comments by twelve well-known Americans in various walks of life (e.g., Urie Bronfenbrenner, Bruno Bettelheim, Gloria Steinem, Billy Graham) in an article entitled "How Will We Raise Our Children in the Year 2000?" Bronfenbrenner, a professor of human development and family studies at Cornell University and a Forum chairman at the above-mentioned White House Conference, had this to say:

What is needed is a change in our patterns of living that will bring adults and children back into each other's lives. To effect such a change will require profound modifications in our social and economic institutions. Among the most needed reforms are increased opportunity and status for part-time jobs; flexible work schedules so that one parent can be at home when children return from school; enhancement of the status and power of women in all walks of life--both on the job and at home; the breaking down of the wall between school and community so that children become acquainted with the world of work and parents and other adults besides teachers can take an active part in activities at school; the inclusion, as an integral part of the high school curriculum, of supervised experience in the care of younger children; and, above all, the provision of adequate health and child-care services, housing, and income maintenance to the millions of American families whose resources are insufficient to insure normal development for a growing child.⁵

Professional journals are an even more important resource, and one of the best is an inexpensive bi-monthly from the U.S. Children's Bureau called CHILDREN TODAY.⁶

Education for Parenthood Program

In Volume 2, number 2, for March-April 1973, articles are included which describe the new Education for Parenthood Program, a joint effort of the U.S. Office of Child Development and the Office of Education. This program includes the development of "a formal curriculum in parenting which combines classroom instruction with actual work with children." It is to be given large-scale testing during the 1973-74 school year, perhaps in as many as 500 public school districts. In one article S. P. Marland, Jr., Assistant, Secretary for Education, Department of Health, Education and Welfare, listed two main justifications for parenthood instruction:

1. Young people desperately need this help in order to fulfill their role as parents and to maintain the family as the vital basic unit in the American social structure.
2. Learning about children's needs and development is an obvious and essential component of the current national drive to build a coherent, effective system of career education.

In another article, W. Stanley Kruger, special programs director in the Bureau of Elementary and Secondary Education, U.S. Office of

⁵Urie Bronfenbrenner, "How Will We Raise Our Children in the Year 2000?" *Saturday Review of Education* (March, 1973), p. 32.

⁶*Children Today* (Washington, D.C.: Supt. of Documents, Government Printing Office), 65¢ a copy or \$3.50 per year.

Education, reminded us that "approximately one of every ten 17-year-old girls in the U.S. was a mother in 1968, the latest year for which published statistics are available." He added that "married or not, the majority of all school-aged mothers kept their child." Even if parenthood does not become a reality for many years, the last basic education in child development available to most parents is that offered in high school, since most of those who continue formal education do not study child development.

"What Do Young People Need to Know?"

Kruger listed these topics as important in response to the general question, "What do young people need to know to enable them to become effective parents?"

1. Biological factors of human reproduction and the influences of heredity and environment.
2. Pregnancy and childbirth and prenatal and postnatal care for mothers, including the influences of maternal nutrition.
3. Prenatal development of the child.
4. Infant care, emphasizing nutrition, health, protection and safety of children.
5. Child growth and development (physical; perceptual and cognitive; and personal and social development).
6. Individual differences in children.
7. The handicapped child, including such topics as prevention of handicaps and working with handicapped children.
8. Creative activities for children, including study of play, developmental toys, art, music, and dance.
9. Family structure and functions, including the influence of family environment on child behavior.
10. Parental roles and responsibilities.
11. Family planning and population growth.
12. Community resources to aid in parenting.
13. Child care arrangements.
14. Skills required for effective work with children, including learning by observation and counseling and tutoring the young child.

Kruger also listed among the recommended approaches to teach these concepts the following:

1. The use of a child development laboratory or other field site practicum so that students can observe children's behavior and assess the value of different techniques used by adults in child care activities.

2. The use of films, film strips and audio cassettes, which enables the instructor to bring a variety of case studies into the classroom.
3. Encouragement of group discussion, which often centers around problems experienced by the students in their laboratory assignments.
4. The use of such instruments of observation as rating scales and check lists to help the students analyze what is happening within situations involving young children, so they will understand why certain behaviors are exhibited and see how they might be modified.

Finally, Kruger pointed out that Education for Parenthood activities can contribute to other important school objectives.

1. Knowledge gained in a child development course can be applied to careers in child service, thus helping young people make realistic choices regarding their future work.
2. Laboratory experiences can prepare them for immediate employment and volunteer service as baby sitters, camp counselors, hospital aides, cross-age tutors and other occupations open to teenagers.
3. Education for Parenthood can help adolescents gain a better understanding of their own growth and development and of their relations with their parents and siblings.
4. The appreciation young people gain of the needs of children and families in modern society should create a stronger spirit of child advocacy among them.

Help Students Move from the Concrete to the Conceptual

In a third article entitled "Exploring Childhood," Marilyn Clayton and Peter Dow make the very important point that activities should be designed to allow students to move from the concrete to the conceptual --deriving ideas, problems, and questions for the classroom from work in the field. They also note that most students will have experiences to share and that when teachers and classmates listen "as if they had something worthwhile to say," their self-esteem may improve. They also suggest that students be given frequent opportunities and techniques for evaluating their own learning. One such technique is a diary in which they relate what they are learning about children and themselves.

Clayton and Dow describe the Education for Parenthood Program as one to help students build a working background of ideas organized around three questions:

1. What are the universal patterns of development?
2. How does human diversity develop?
3. What is necessary to support development?

Since students from one minority group may differ from those in another minority group with respect to background of experience with children and families, language and reading level, and various kinds of sophistication, teaching techniques and curriculum materials may need to vary from group to group, and more especially, from individual to individual. Phrases like "large motor development," "sibling rivalry," and "acceptable methods of expressing aggression" may fall on deaf ears in many groups, but translations of these concepts into everyday language can be understood and used.

The usual high school texts may be too difficult, too "middle class," or too dull for many students. References written for youth and adults on an elementary level in a more personal style with illustrations representing many kinds of living arrangements may be more acceptable and lead to more enjoyment in reading. These references may not be books at all but the kind that librarians call "fugitive materials"--leaflets, booklets, charts, and pictures. Their fugitive nature makes them more difficult to keep up with, but they are also much less expensive. A few examples⁷ are listed below.

All Minorities Can Profit

Teaching child development can be exciting and growthful for the teacher, the students, and the children involved. Mutual benefit can come when parents allow their children to participate in the "play schools" which form the laboratory for child study in high schools. Learning can be enjoyable and can be seen as useful when students set up criteria for safety, make toys that teach, arrange their department as a play school, plan for nutritious snacks, and select books and music to help children grow. All minorities--that is, all of us--can profit.

⁷*Helping Your Children*, The Steck-Vaughn Co., P.O. Box 2028, Austin, Texas 78767, \$1.50.

Janet Tracy, "Safety! Children at Home!" *Illinois Teacher*, 351 Education Building, University of Illinois, Urbana, Illinois 61801, \$.25.

When Your Baby is on the Way, Children's Bureau Publication No. 391, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 15¢.

Your Baby's First Year, Children's Bureau Publication No. 400, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 15¢.

Your Child from 1 to 3, Children's Bureau Publication No. 413, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 20¢.

Your Child from 3 to 4, Children Bureau Publication No. 446, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 25¢.

Who Will Take Care of Your Child When You Are in Training or On the Job? Children's Bureau Publication No. 467, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 15¢.

CHILD DEVELOPMENT: FOCUS ON THE NEEDS OF BLACK STUDENTS

Mildred Barnes Griggs

"Black is Beautiful!" Many Blacks must repeat this loud and often to convince themselves because the things they observe daily do not support this statement. There is little beauty in poverty, decaying family structures, limited social mobility, and a high infant mortality rate.

A study of the 1970 census data and other demographic data will indicate that

- between 60-70 percent of the total Black population has a yearly income below the poverty level of \$4,000. (About 25 percent of white families have incomes below this level.)
- Blacks represent slightly more than 10 percent of the total population and about 25 percent of the total poverty population. (About 50 percent of the poverty population is white but this represents only a small percentage of the white population.)
- about 25 percent of all Black families are headed by women.
- Blacks have higher birth rates than whites and higher infant mortality rates.
- Blacks have less formal education than whites. The median years of school completed by Blacks in 1970 was 10 compared to 12.1 for whites.
- Blacks have higher unemployment and underemployment rates than whites.

The Black population is disadvantaged economically, socially, and educationally. Blacks and other minorities are also culturally disadvantaged when they are placed in situations where the dominant values and life styles are different from those held by most members of the minority groups. In non-segregated classrooms, most minority group students can be considered culturally disadvantaged.

Being Black and being disadvantaged socially, economically or educationally, are not synonymous. As is true with all people, no two Black people are exactly alike although common needs and interests are shared. Individually some few Blacks have reached the highest marks of achievement in our society. A vast majority, however, are at the lowest ebb.

A common need is to strengthen family structures to provide the kind of environment where all can develop positive self-concepts. A relevant well-planned program in child development and family relations can make vast contributions toward meeting this need.

Relationships Between Teacher and Learner

Blacks and other minority students who are often considered "hard to reach and hard to teach" have values that are often not shared by

teachers and a similar situation exists for students regarding teachers' values. This does not in any way diminish the importance of the teacher's role. Often the classroom teacher is the only direct contact that disadvantaged students have with the dominant culture. The teacher who is successful in establishing a positive relationship with disadvantaged students realizes that she must convince them of her concern for them as human beings. Sympathy or pity for the students is not the key to unlock the door. Teachers sometimes attempt to convey their sympathy or understanding by expecting much less academically and socially from these students than they are capable of delivering. The students see this behavior as just one more indication that the teacher does not care: "She doesn't care if I don't have an assignment, or walk out of the classroom, or don't come to school, or am late for class, or ever learn anything."

Few people in this world want to be pitied day-in and day-out. Understanding yes, but pity no. It helps to have an empathic attitude, one that conveys the message, "I understand the circumstances that surround your life but I cannot allow you to perform at a level that is lower than you are capable of performing. To do so would be equivalent to denying you the right to learn and develop to your fullest potential."

There are certain notions or myths about the attitudes of Blacks regarding children and families that seem to be widespread enough to warrant consideration. Some of these myths are:

1. *It is prestigious for young, unwed girls to become mothers.*

There is a statistical relationship between illegitimacy and poverty in the U.S. The high rate of pregnancy out of wedlock is a fact, but the belief that it is condoned is invalid. Pregnancy out of wedlock is commonly considered a "mistake," especially the first pregnancy. There is almost a complete absence of knowledge about sex education and human anatomy and physiology among low income people. Despite their reproductive experience, most parents are not capable of teaching their children anything about sex, and in many instances are embarrassed at the mention of the word.

Lewis studied low income mothers and found that despite embarrassment and ambivalence, what to do about sex education for their children and the threat of unwed motherhood was seen as an acute dilemma. Home economics teachers can make an outstanding contribution in this area. Curricula in Child Development and Family Relations can be designed to include content on (1) bodily functions, (2) human conception, (3) birth control information, (4) procedures for teaching sex education to children.

2. *The students don't want to learn and their parents don't care whether they learn or not.*

One of my undergraduate students recently completed a series of observations in one of the local high school home economics classes. She was making plans to teach the class and remarked to me "I think my plans are good and the students

will cooperate with me. But there are some Black girls in that class who just don't want to learn anything." We have heard such remarks many times. She had come to this conclusion because the girls had shown a general lack of interest in the class by reading, talking or sleeping during most of the period.

I have yet to be convinced that disadvantaged students simply do not want to learn *anything*. The problem seems to be that they are not interested in learning the content the teacher is interested in teaching. Perhaps this is because the content we attempt to teach is often unrelated to their "real life" experiences.

What child development and family relations principles are relevant to the daily experiences of disadvantaged students? What occurs in their lives? What decisions do they have to make? They attempt daily to understand themselves and others; to interact in social situations; to establish relationships with others; to care for younger siblings (and maybe their own children), and elderly relatives; to understand the world they live in; to develop attitudes and skills needed in the world of work; to get and keep jobs; and, to manage their own lives.

Many teachers will say, "These have always been my objectives." Agreed! The objectives may not change regardless of the type of student. The way in which one attempts to reach these objectives does change. The learning experiences must be geared to situations that are real to the students. Teaching students to learn to get along with family members using middle class examples is often too abstract for most disadvantaged students. Problems such as, "my younger sister comes into *my* room," or "my father refuses to increase my weekly allowance" are often non-existent when you do not have a room of your own or a weekly allowance or a father.

Home economics teachers are again in a very unique situation to help motivate these students to learn. All of our subjects can be designed to prepare one for living by dealing with real life problems in very concrete ways.

A Game Students and Teachers Sometimes Play

Middle class teachers and minority group students convey many messages in the classroom nonverbally and often unintentionally. The students often expect their teachers not to like them and look for indications to prove themselves right. (If you do not like yourself, you are not likely to think that other people like you.) Many teachers are reluctant to make friendly approaches to the students because they are afraid of being rebuffed. These attitudes force students and teachers to exhibit behavior that serves to reinforce their original beliefs. The students often become very curt with teachers. Their behavior is a rationalized attempt to "show her that I don't like her because I know that she doesn't like me." Teachers begin to feel justified at excluding these students from the mainstream of classroom activities. Insecure behavior patterns are exhibited by students and teachers. Students are often uncooperative and sullen. Teachers sense

this attitude and avoid contact with the students by avoiding any physical contact, eye contact, or indications of friendliness.

This game is destructive. What can be done to remedy this situation?

This is a problem in relationships. The same principles that we teach to help students understand and relate to individuals and family members are applicable in this situation, too.

There are many "real life" situations like this for teachers and students to attack. The classroom can become a laboratory where students can see the principles that we teach come "alive" and home economics will have increased meaning in their lives.

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MEETING THE EDUCATIONAL NEEDS OF THE PREGNANT TEENAGER¹

Rose S. Andersen, M.S.
Coordinator Adult Education
and Co-Director Moorhead Area Learning Center
Moorhead Area Vocational-Technical Institute
Moorhead, Minnesota



Area Learning Center Help to Unwed Mother²

"Having been one of many unwed mothers, I was and I am still grateful to all those great people who have worked so hard in making it possible for me, as well as many other unwed mothers and young wives, to continue with their schooling at the Moorhead Area Learning Center.

Married now, I am still attending this special school for my second year with many other girls. We give our deepest thanks to our three teachers, who have worked so hard with us and who are concerned for each and every one of us.

Many young girls never had the chance to go back to school after a pregnancy. Not very many people

¹The author is indebted to Mrs. Nancy Dashner, Home Economics teacher of the Learning Center for her assistance.

²*Fargo Forum*, February 25, 1973 (Fargo, North Dakota).

stop to consider this fact. School age pregnant girls still have feelings and want to be needed. A girl needs a place to go or stay and someone to talk to, and the Moorhead Area Learning Center has everything. It not only helps us to finish school, but also to realize that we are not the only ones who feel that the whole world has turned against us. Each girl is different and we get to know each other by helping each other as well as ourselves.

Here we get to meet many other girls who are seeking the same thing and that's finishing school just as other students in other schools. We won't be here forever, just for that while that we need to. Then we'll lead a different life after graduating. I really wish that there could be more ways to give such girls these chances. This would really get them a long way in life, if only there were more places such as the Moorhead Area Learning Center."

Dilworth, Minnesota

Name withheld

This letter appeared on the editorial page of our local newspaper, and is indicative of the thoughts and needs of the pregnant teen-ager. Being pregnant and in high school drastically changes the present and future plans and needs of girls whether they are single or married. How can these changing needs be met?

Background and Operation

Traditionally, pregnant girls have been required to drop out of school during their period of pregnancy, or if not required, often choose to do so. Before the Moorhead Area Learning Center was established, pregnant girls in the Moorhead School System were provided homebound instruction from a teacher who came to their homes one hour a day. It was isolated education designed solely to help the student continue her formal education. There was no opportunity to provide for her changed physical, psychological, social and practical needs.

Realizing the inadequacies of such a homebound program, two years ago the Moorhead School District established the Moorhead Area Learning Center. It is one of fourteen similar programs in Minnesota.

The Center is financed by State Special Education Funds, State and Federal Vocational Education Funds, State Foundation Aides, Out-of-State Tuition, and local school funds. The Director of Special Education and I are in charge of the program which operates in a rented building adjacent to a hospital which is away from other school buildings. At one time the building had been a nursing home so it has a dozen small rooms which are perfect as classrooms and a large room for group activities.

There are three teachers at the Center: a business teacher, an English teacher, and a home economics teacher. They teach daily, by the hour, on a part-time basis. There is also a counselor who works two mornings a week either holding group meetings with the girls or

counseling them individually. When the need arises, she also meets with boyfriends, husbands, and parents and holds monthly meetings with couples.

The students attend school from 8:30 to 1:00 daily. Courses are offered on a quarterly basis because of the rapid turnover of students. Grades and credits earned are transferred to the girl's high school upon completion of the program. When a girl completes her senior year at the Center, she is issued a diploma through her school.

Curriculum

The purposes of the program were developed to be in keeping with our philosophy of meeting the needs of pregnant girls as effectively as possible. The Center attempts to:

- Enable girls to continue their education during pregnancy,
- Help them to return to school after pregnancy,
- Help to reduce the school dropout rate due to pregnancy,
- Help girls solve personal problems which may result or may have caused their pregnancy, and
- Increase chances of normal pregnancy and childbirth.

Course Offerings are limited with a strong emphasis on business and home economics. The home economics courses offered are Prenatal-Infant Care, Child Development, Foods, Interpersonal Relationships, Consumer Education I, Consumer Education II, and Housing.

Curriculum in Child Development and Prenatal-Infant Care

For the girls perhaps the most valuable of the home economics courses are Child Development and Prenatal-Infant Care. The same concepts are taught that would be included in typical home economics courses, but because the students are pregnant, the topics discussed are more relevant to their present needs.

In teaching Prenatal-Infant Care, the home economics teacher uses such resources as county and city nurses, and local hospitals so that students become aware of these agencies in the community and can use the services on their own as the need arises. Prenatal-Infant Care is offered twice a year and is required of all students in the program. For students in attendance for shorter periods of time, a shortened version of the course is available outside of the regular class schedule.

Following is a brief listing of the topics and learning experiences covered in the two courses, Prenatal-Infant Care and Child Development:

Prenatal-Infant Care

Topics covered:

- Fetal development;
- Physical and emotional changes during pregnancy;
- Control of adverse conditions, e.g., emotional slumps, backaches;

Nutritional needs and weight control during pregnancy;
Selection of maternity clothing and adapting regular clothing to maternity needs;
Truths and fallacies of pregnancy;
Birth control and family planning;
Exercises before and after delivery;
Various types of delivery, including limited Lamaze training;
Infant care and development from birth to six months;
Childhood diseases;
Selection and approximate costs of necessary equipment and clothing for infants; and
Food for infants, home prepared baby food and cost comparisons.

Sample learning experiences:

Tour of labor and delivery rooms;
Films and filmstrips on conception, fetal growth, birth and care of newborn;
Students bring their babies for other class members to observe and they act as resource persons for questions the other students have concerning child care and development;
A panel of students from previous year share their experiences of labor and delivery.

Child Development

Topics covered:

Physical, social, and intellectual development of children six months to five years;
Contribution that toys and games make to physical skills, mental ability and social awareness;
Nutritional needs and food habits of children;
Praise and recognition and its effect on a child's development;
Analysis of student ideas about raising children;
Discipline and punishment;
Selection of children's clothing and its effect on the child;
Intellectual development and testing;
Mental retardation; and
Speech development.

Sample learning experiences:

Research reports given by students on different areas of child development such as: childhood fears, bed wetting, the handicapped child, the gifted child, the slow learner, day care centers, nursery schools, speech defects, selection of a baby sitter and choosing a children's doctor;
Students visit local day care centers once a week to observe the children. They use observation sheets on specific topics as: social development, physical development, play patterns, and language development;
Local resource people (i.e., teachers of the retarded, speech pathologists, etc.) speak to our students; and

Students create a toy or a game to meet a specific social, physical or intellectual skill.

The Students

Last year we served 29 girls. The enrollment fluctuates from 12 to 17 as students graduate, others deliver their babies and return to high school, although some return to the Center instead. Students vary in age from 14 to 18 and are in grades 9-12.

Most students are from our local high school, although the Center serves girls from other districts. They live at home with parents, husbands, relatives, in mutual service homes arranged by social service agencies, or in maternity homes.

About one-third of the girls are married. Some of those who are single release their babies for adoption, while others choose to keep them. More of the single girls at the Center have been releasing their babies than keeping them, a tendency contrary to national trends.

Conclusions

In today's world with its revolution in sexual attitudes, we in education must come to grips with the attendant problems. The pregnant student can no longer be ignored. Teaching her in the isolation of her home on a homebound program is at best a meager solution. A program such as is offered by the Center is not only far superior in meeting her psychological, physical, and material needs, but has proven to be just as economical as homebound instruction.

Ideally, perhaps, the kind of program described in this article should be incorporated in a department within the school itself with comparable offerings for the expectant father. However, until communities are ready to accept this kind of programming, the kind of opportunity provided by such institutions as the Moorhead Area Learning Center is a viable way to meet the needs of a growing segment of society.

BOYS IN CHILD DEVELOPMENT

Norma Hammerberg, M.S.
Chairman of Applied Arts Department
Highland Park (IL) High School

Can boys take child development? Until the 1969-70 school year the home economics department at Highland Park High School had not faced this question. Prior to that time boys had not enrolled in Child Development or any other home economics classes. In fact, the description of the Child Development course in the curriculum guide specifically stated: Open to junior and senior girls only. Never had a boy challenged this policy.

That year a counselor, who was new to the school system, requested that an exception be made to the existing departmental position. His request: "Could Peter, one of my senior counselees, please take child development? Peter has had problems, but he's very intelligent--he hasn't been interested in school, but he loves children. He is sincere in his desire to take Child Development and he really gets involved when he's doing something he enjoys. This is the only course he wants. Please think about it." That was only four years ago, but this request resulted in a major change for the home economics department.

Peter's mother was called in for a conference. We asked her, "How do you feel about your son enrolling in a course where he will be the only male? Is Peter aware of the ridicule he might be exposed to?"

Members of the school community offered such comments as, "Aren't you opening up your department for problems?" "What kind of a boy would want to take child development?"--inferring that there was surely something wrong with him. However, there was enough positive reaction to give the department the encouragement which was needed.

The home economics teachers discussed the advisability of granting this request and agreed, "Why not?" Consequently, Peter bucked tradition and enrolled in child development--the first boy in home economics at Highland Park High School.

That school year was a highlight for Peter. He thoroughly enjoyed the class and the nursery school experience. He became an ambassador for the department. He "broke the ice" and many other boys followed. Now, four years later, about twenty per cent of the enrollment is male.

Fortunately, for many Home Economics departments, attitudes have changed and there have been other Peters. Boys belong in child development courses as much as girls do. No longer are women cast solely into the role of homemaker and child raiser. Hopefully, boys will share an equally important role in raising children in the future. They can learn as much from the study of young children as girls do, and they have much to offer to a child development program.

Parents Appreciate the Boys

Parents of the nursery school children are delighted to see the relationships which develop between their children and these fine young men. The boys exhibit patience, kindness, understanding and a true warmth to which the pre-schoolers respond.

One requirement for the course is that each high school student completes a case study of one nursery school child. After making several observations of the child, the students interview the child's mother. Over and over again the mothers have remarked how pleased they are to participate in these interview sessions. They repeatedly comment on how sensitive the boys are during the interviews and how happy they are that boys participate in the program. Too often, young children have little contact with boys and men.

Child Development Meets a Variety of Needs

The child development program at Highland Park meets the needs of a cross section of the student body and offers a variety of learning experiences for students. The Child Development course provides:

1. Preparation for parenthood for all students;
2. Vocational training for non-college bound students;
3. A basis for a future major for college bound students, i.e., child psychology, elementary education, social work, pediatrics, family services professions;
4. Work stations for students involved in Cooperative Education programs; and
5. Independent study opportunities for:
 - 5.1 *Alienated students*--providing an opportunity to work closely with teachers and children in the home base laboratory and provides students with a sense of worth, responsibility, personal security, and an identification of self.
 - 5.2 *Gifted students*--providing opportunity to work with children in the home base laboratory to:
 - a. Plan curriculum programs for three year olds in special areas of interest, such as music, art, science, math, or social studies.
 - b. Plan and execute experimental projects dealing with motor activities to improve coordination. These may include games, rhythms, and exercises.
 - c. Conduct studies based on observations and reading in areas of special interest such as creativity, self-concept, play therapy, discipline, sequence of socialization, speech development, cognitive experiences, etc.
 - 5.3 *Students with lower academic ability*--allowing students to work with children under close supervision and guidance of the teacher in the home base laboratory to learn routine tasks such as supervising indoor and outdoor free play,

rest period, and bathroom routines, preparing and serving snacks, learning safety precautions, and helping dress and undress children.

Objectives of the Child Development Course

The department provides instruction, opportunity for observation, discussions, and work experiences which help the student meet the following objectives of the course:

1. Gain more self-understanding through the observation of children's behavior and through the study of human behavior.
2. Grow in appreciation of the satisfaction of working with and observing nursery school children.
3. Identify the stages of child development in the preschool child.
4. Identify individual differences in children and be able to relate to their individual needs.
5. Observe preschool children and understand how children grow physically, socially, emotionally, and intellectually.
6. Choose activities for the preschool child designed to stimulate cognitive, emotional, and physical development.
7. Relate the needs and problems of the preschool child to the needs and problems of adolescents.
8. Acquire knowledge and skills related to child guidance, behavior, needs and characteristics which are necessary to work effectively with children.
9. Allow for self-expression and creativity through planning, selecting, conducting, and evaluating activities for nursery school children.
10. Accept responsibility as a part of the teaching staff.
11. Identify the vocations and professions that require a background of child behavior learnings and concepts.
12. Enjoy children.

The objectives for the course apply equally to boys and girls. There are no difference in the approach or the expectations; boys and girls are treated alike.

Boys--Why Not?

Observing children, studying them, participating in their care, and conferring with their parents are effective ways to impart information, create awareness, and motivate young people's responsibility toward rearing children. It also is an effective way to help young adults achieve knowledge about themselves. We feel that we are fortunate to have this program at Highland Park High School. Boys in Child Development--why not?

As a result of Peter's persistence to take a course he wanted, the home economics department at Highland Park opened all the courses, except clothing, to boys. Enrollment and interest in the department has increased. Boys in home economics--why not?

SLOW LEARNERS

*Pat Orvis*¹

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While her enthusiasm for classroom work seemed a bit excessive, even for a freshman, the student otherwise appeared to be a typical college coed. Her eyes expressed a lively inquisitiveness; an expansive smile punctuated her talk: "I'm so excited about this program. It is the most wonderful thing that has ever happened to me!"

At the moment she was shaping a vase in an art class. She had begun talking to me almost as soon as I entered the room, and she clearly meant to put me at ease. What was my interest in special education? she wanted to know. Did I know someone in her program? Or was I, too, a teacher?

It was hard for me to accept, during those first few moments of our meeting, that Linda belongs to a vast body of individuals considered so academically hopeless that its members not only are excluded from higher education but most often drop (or are thrown) out of secondary schools, after they have been "pushed" through inadequate elementary school programs.

The most convenient, if not the most appropriate, way to identify teen-agers like Linda is by their IQs, which fall between 90--the low side of "average" or "normal"--and 75 or 70--the upper limits of "mildly retarded." This IQ range, estimated to include from 15 to 18 per cent of the population, cuts across all ethnic and socioeconomic groups.

This is a no man's land in education. The children are not retarded; in most cases they look normal, although at times some might act a little clumsily. Hence, everyone expects them to perform like other kids, but they can't and don't. They are painfully aware of their failures, and many educators characterize them as the most unhappy and neglected children in our schools.

After being dumped or "graduated" from what can be a long string of public and private schools, they face a future of menial, dead-end jobs. Worst of all, they remain dependent on parents who, with rare exception, already have nagged and rejected them through the first eighteen years of life.

Linda's composure and the cheerfulness and calm of her fourteen "college" classmates hardly suggested histories so troubled. These teen-agers were anything but composed, however, when they first arrived

¹Pat Orvis is a freelance writer who writes frequently about early childhood and other education topics.

in New York University's Education, Training, and Research Program for Teachers' Aides. Most were terrified, lonely, and filled with paranoia. Some wouldn't talk at all; others were extremely tense and restless. They slouched through each day, expecting slights and rejections from every quarter.

The difference between these fifteen students now and several million less fortunate young people is due to a compassionate educator, Dr. Judith Ehre Kranes, who is a specialist in child development and a professor of education at NYU. Dr. Kranes has never shared conventional preconceptions about how children with learning problems are "supposed" to end up. Six years ago she thought she saw a potential in this group of young people that others were overlooking, and she shocked her colleagues by deciding to train them to become nursery school aides. Everyone who heard the idea predicted disaster.

Dr. Kranes set out, without support, working with two students afterhours in her office. Then she tried to find nursery schools that would be willing to help train them as aides. "They'll hurt the children," protested one headmaster. "What will parents say?" fussed another. (To which she replied: "The parents won't say anything because they have children at home just like them," which turned out to be true.) Finally, cashing in on her reputation gained from eighteen years of work with normal children, Dr. Kranes strong-armed reluctant friends at two fine private schools, the Little Red School House and the Bank Street College Nursery School, into giving her young people a chance. Today her aides are accepted at many other accredited schools, and Dr. Kranes has raised half a million dollars through private contributions to expand the program into a demonstration center.

"At first the aides were sort of adjuncts in the classroom and had to be given clearly defined tasks," says Mrs. Eleanor Brussel, director of the Horace Mann nursery school. "But we have been able to give them more and more responsibility, and now they function as full assistants." Her response is typical of what the cooperating schools find. "In the beginning the aides' judgment is not too good. They are extremely sensitive to criticism and have a tendency to overreact. They respond in immature ways to the children, identifying too closely and becoming too attached to them. This is where they grow the most," says Mrs. Brussel. "They become more professional and no longer require such close supervision."

ETR, as the program is known, grew to its present size of fifteen enrollees two years ago and will expand to three groups of twelve each when the demonstration center opens this month. The aides, aged eighteen or over, are registered students at NYU. On Monday afternoons they receive individual tutoring. Tuesdays are devoted to studying science and arts and crafts on the NYU campus and woodworking skills at the nearby Little Red School House. Much of what holds the program together, however, is Dr. Kranes's unique child-study "seminar" aimed at instilling confidence in students who have never before been given responsibility.

In the seminar students, whose reading skills are generally at fifth-grade level, get their first taste of what it's like to feel

needed. They diligently practice reading simple stories for presentation later in the week to their own nursery school pupils. Newcomers often are so scared they hide behind storybooks and refuse to make a peep, sometimes for weeks. Occasionally, they confide to Dr. Kranes their secret fears: "Everyone knows I'm dumb. My own family wouldn't care if I died." Patiently Dr. Kranes, herself a gentle, warm person, draws them out and convinces them they can succeed. On one occasion I saw a student make the big breakthrough and very tentatively read a story aloud.

Handwriting is tackled so that, as one student explained to me, "I can write my pupils' names clearly." Aides learn to clarify their impressions by keeping daily logs of their teaching experience and by comparing notes on how to handle problems. Throughout, Dr. Kranes reminds them that small children imitate and so they must set a good example and always "act like teachers."

Other instructors in the program, most of them in some way connected with NYU, also see their primary goal as helping students to relax and to feel positive about themselves. "Any attempts they make here will be accepted, and they know it," explains the rhythms teacher, Mrs. Judy Schwartz. "I take my cues from them throughout each class, so they feel they are leading. I mention every name at least once, make sure they all get to lead a song or motion, and I touch them a lot. Given an open, accepting environment, these youngsters blossom. They amaze me all the time."

During the rest of the week the aides work in more than a dozen of the city's best nursery schools, including elite church, synagogue, and private schools, settlement houses, and Head Start centers. They help the children with art and woodwork, using the ideas and experiences acquired in their Tuesday skills courses. They read to small groups, serve lunch and snacks, help with wraps in bad weather, and dispense eighteen or twenty years' worth of stored-up love.

"He is one of the best aides we have," one school supervisor told me of a trainee in the program. "He says the right things to children--the kinds of things that help them grow. He is calm, competent, just what you want the father figure to be. The parents all think he is marvelous." The supervisor hired this aide, upon graduation last spring at a salary of \$6,000 a year.

ETR attached special significance to the occasion because, while there are more boys than girls among handicapped children in general (about three to one), boys have only recently been taken into the program. Because nursery school teachers are usually women, Dr. Kranes had been concerned that boys in this borderline group, who have already had their sense of manhood undermined by repeated failures, would experience further anxiety about their masculine image. Happily, this has not turned out to be the case.

The supervising teachers involved in the ETR program work hard to bring the aides to a level where they can function as full assistants, says Mrs. Brussel. "It takes a certain type of teacher, one who is

interested in the aide and gets rewards from helping the individual grow in ability to function--not a compulsive type who pushes too hard to meet requirements. I find I want to be warmer and more careful with them than I would think of being with the other assistants."

In return, the aides are dedicated and loyal. According to Mrs. Brussel, "They are so grateful for the opportunity to prove themselves and to have a job that they are eager to be reliable. They have a great dependency on the school and on their relationships here."

"The brilliance of the ETR program is that it capitalizes on a skill that just isn't ever emphasized in school," says Dr. Lawrence Benjamin, chief psychologist at Bronx Children's Psychiatric Hospital and a member of the faculty at Albert Einstein College of Medicine. Dr. Benjamin joined the advisory board of the ETR program last year. "Nobody gets rated on 'empathy' in school, and the ETR program encourages and plays on the emotional capacity for empathy and love and the wish to please," he explains. "These individuals can do so much more than just wipe off excess glue from wrappers in a candy factory all their lives, as I once saw one such woman doing. There are many service-oriented functions they can perform."

Two major problems are the plethora of diagnosticians available to *label* children with learning problems and the insufficient number of professionals who know what to *do* for them. The curriculums are "largely irrelevant" for these students, says Dr. Benjamin, or, if relevant, "operate on the notion that these kids should do the same kinds of work as other children but for longer periods and repeated many times."

"They get just as bored as bright kids," Dr. Benjamin points out. "I tell my staff at the hospital, if a child doesn't get something after three tries, to drop the approach and think of another. Once we find the key for getting around each individual's difficulty, the learning time is very short."

The trick, of course, is not to teach concepts but to break basic skills down into perceptual parts until an operation is found that the child can perform and to build on that. Dr. Benjamin feels that the "tragedy" of youngsters with learning problems is that they are usually handled as a homogeneous group. "Every one of them has a problem quite different from all the others, and each requires a highly specific remedial plan for learning."

Children in the 70-90 IQ range are of three general types: those whose performance is limited by emotional disturbances, those who are retarded genetically and are generally low in all skills, and those with brain damage or dysfunction. Dr. Kranes now believes most of her students fall into the last category.

Such children perform unevenly--high in some things, low in others --and tend to be hyperactive. They erroneously used to be called "lazy" or were categorized as "underachievers" or "late bloomers." They have also been called "brain-injured children"; now the fashionable name among psychologists and psychiatrists for their condition is "minimal cerebral

dysfunction." Among educators they are referred to as "learning-disabled" or "perceptually impaired." (Children with brain damage or dysfunction also appear in the higher IQ ranges.) One researcher found thirty-eight labels for this group in professional literature, although few of the authors attempted to define the terms or the condition under discussion.

No one group of youngsters suffers more in terms of self-esteem or feels more frustrated than this one, says Dr. Estelle De Vito, the staff psychiatrist on the Children's Service at the NYU Institute of Rehabilitation Medicine and a consulting psychiatrist for ETR. In order to make a successful teen-age adjustment, she explains, children must score with 1) parents, 2) teachers, and 3) peers, and these teen-agers fail with all three. They can't make the grade with parents because they cannot achieve in school and present problems in upbringing caused by their hyperactivity and impulsiveness. They antagonize teachers because they can't do their schoolwork, because they are easily distracted, and because they try to conceal their feelings and failures by clowning and being disruptive. They turn off normal schoolmates by their aggressiveness and immaturity. They are often clumsy at athletics, which means the boys, especially, are cut off from a primary route to social interaction with their peers. And--the final frustration--they reject one another because they want so desperately to be normal. By adolescence most are withdrawn and depressed. Some end up in court as juvenile delinquents.

Dr. Kranes carefully stresses that frequently the causes of her students' learning disabilities are not clear. "We can't be sure just how much of their problem is due to brain damage and how much is emotional or psychological. All have emotional problems, and most are in therapy." One boy, for instance, shows great leadership and ability in the area of human development, and his psychologist believes his other problems are psychological. The boy has a retarded older brother, and the psychologist has theorized that he may have suffered an early trauma caused by feelings that he should not excel over the brother. Therefore, the psychologist feels, he only "thinks" he can't read or write. On the other hand, the fact that he has a retarded brother suggests his is a genetic condition. At the same time he displays some of the behavior of the minimally brain-injured.

"There is so little we know about the brain," Dr. Kranes warns. "IQ tests tell us only what a child can't do--and they don't even do that, really. They never show what a child can do." For this reason, although candidates for her program are given all the usual standardized tests and are diagnosed by a psychologist, she accepts them on the basis of her own screening device. Each applicant is asked to read from a storybook, while she plays pupil, asking the kinds of questions a child might ask about the story. She also chats with each one about his or her life and interests. "It's the best test I know to show how they will perform in nursery school," Dr. Kranes says. "They don't feel threatened the way they do in a standard testing situation, and you can establish a rapport, get at what they are like." If they show flexibility, a degree of poise, and are "reasonably well put together" with no severe speech defects, they usually make the grade. "People who looked the worst on

standard tests often have made the best aides."

Many teachers are afraid of this IQ population because they do not know how to work with them, Dr. Kranes says. Others feel that such children are not disabled enough to need special help. When she first began reporting on her program at professional meetings, Dr. Kranes was shot down. "Those kids don't need help!" was a common reaction. The early trainees all came from the homes of the rich and famous--the president of a conglomerate, a columnist, a member of the social register. "Why bother with those rich kids?" her critics complained.

"But they cannot function in a normal environment," was Dr. Kranes's reply. "They have poor judgment and need a closely structured setting where they can anticipate what's next and receive one direction at a time. That's why I thought of nursery schools." Furthermore, she adds, nursery school children learn important concepts in numbers, space, and time--something the aides have missed in their own poor educations. They can learn the concepts along with their pupils.

In the past individuals from this population were used to help care for the retarded, which made them feel even more inferior and inadequate. Although many of her students arrive thinking they want to work with the handicapped, Dr. Kranes encourages them to work with normal individuals first.

The new demonstration center will allow Dr. Kranes to develop textbooks and a curriculum and to direct research. She will teach a graduate course through the NYU School of Education for the teachers in the nursery schools and for other professionals who are involved in the ETR program or who wish to start similar programs. The center will be open to students and professionals who wish to observe. Eventually, a post-graduate center for the aides will be established, with job-placement service, follow-up, refresher courses, and space for socializing. (ETR students have no social lives and are very lonely.) Dr. Kranes has also been known to speculate that one day there will be enough money to start "a small residential center."

Fifteen boys and girls have graduated since ETR began in 1966. (Some took three or four years in the early days to finish.) All fifteen have salaried jobs.

The students who have had problems with the program had them because of their parents, Dr. Kranes states bluntly. Three students were dropped over the years, two because of "rejecting" parents who were not interested in their children's development. (The third was not able to work with nursery school youngsters.)

Although ETR students now come from working-class homes and even from orphanages, many are still from society's upper echelons or from professional homes. These last often turn out to be more "disadvantaged" than students from poor backgrounds who have had to take responsibility. Parents who achieve great success cannot easily accept the idea of a child who will never excel, the ETR director has found, and they will go to great lengths to cover up their child's failure, rejecting him

on the one hand and overprotecting him on the other so that he ends up further disabled.

The parents of one beautiful girl, brought up quite "elegantly," could never accept her handicap and treated her as normal. Consequently, the girl has spent her own life pretending that she is normal. When she first entered the ETR program, she was arrogant and condescending with the other aides, made bad judgments in her nursery school, and generally turned everyone off. She was very lonely. In desperation one day she invited another aide home with her. The mother took one look at the girl and told her daughter, "Get rid of her!" Both girls were so upset by the experience that it took several days and the efforts of the entire ETR staff to put the pieces back together.

Yet another socially prominent mother rejects her daughter but devotes her entire life to organizations for the brain-injured.

"At first I picked a few students that I shouldn't have. I used to think that love alone would do it, that I could somehow make these kids over," mused Dr. Kranes, who also had emotional problems when she was young and once was thought to be "retarded." She found it doesn't work that way, however. "Love can do a lot in the program, but these adolescents must have a framework, a supportive home environment. We have found through sad experience that, unless the aides feel accepted at home, they cannot develop, and lapse into their old patterns the minute they leave the program. If only the parents wouldn't nag them so. Most of the parents pick on these children constantly. If they could just overlook everything except really important issues."

To avoid these sad mistakes in the future, Dr. Kranes now interviews both parents before accepting any candidate, and, if she, or her admissions director, has any doubt about either parent's willingness to take an active interest in the child's development and provide emotional stability, nothing will persuade her to accept the applicant. If there still remains a shadow of doubt, even after the interview, they call in Mrs. Lynne Atlas-Wittkin, a psychologist, for a final verdict.

Mrs. Atlas-Wittkin, who sees about half a dozen of the ETR girls in therapy, says that in only one instance have both parents of her clients been willing to come in for counseling or even just to talk. "After the second visit that couple, too, made it clear they would come in anytime if it had to do specifically with their child. They didn't see the need for themselves and stopped coming. That pretty much shows the typical parent attitude. But in the future we will make sure of their cooperation before we accept any new students," the therapist says.

"It's that word 'minimal' that eggs you on," admits an unusually candid parent, who is on the administrative staff of the ETR program, the mother of an eighteen-year-old son diagnosed as "minimally brain-injured." Her husband is a hard-driving certified public accountant, and they have a younger teen-ager who is bright and competitive.

"Our older son was diagnosed at three, and from then on we went into the typical parent syndrome. We ran from specialist to specialist

--neurologists, psychologists, psychiatrists, educational therapists, optometrists--ready to try anything that might produce a new diagnosis. I don't know if we ever have accepted his disability. The hardest thing to control is this irrational anger and annoyance they make you feel. After awhile you even begin to believe they're doing it against you--on purpose. If only they looked handicapped, or really were retarded, it would be so much easier to acknowledge--for you and for them."

The boy rejects other teen-agers like himself, and, if anyone mentions his disability, he tells them, "I outgrew it." He still believes he can go to college. "He has just gone away to a special high school, and that seems best for him right now. We chew him up when he's at home."

The parents of nineteen-year-old Linda, whom I met that first day in the ETR art class, are even rarer. Not only do they accept the limitations of their daughter, but they actually speak with pride of her accomplishments, which were made possible by their encouragement and emotional support. She is an excellent example of this IQ population's potential when all controllable variables are favorable.

When her father, a college professor in Cincinnati, Ohio, took his family with him to Jerusalem two years ago on a sabbatical leave, the girl signed herself up for a Hebrew language course and, on her own, volunteered as an assistant in a local nursery school. Upon graduation from the ETR program she hopes to return to Jerusalem to work in an orphanage. When some friends in publishing suggested to the mother that she write a book about her daughter, the young woman declared that, since it was her life, she should have been asked to write it herself and began sending her mother pages periodically from New York.

"If she meets new people and senses they are uncomfortable in her presence," the mother says, "she tells them, 'I'm a slow learner, and I'm in a special program,' so disarming them that she opens the door for a real exchange. Her image of herself has not been distorted. She thinks of herself as a whole person--but also as a person with some limitations in specific areas."

The mother, who is a high school teacher, has been trying to persuade the Ohio Division of Vocational Rehabilitation and the University of Cincinnati to cooperate in starting a program like Dr. Kranes's. So far both parties have been "unmovable," she says. Perhaps they should read the letter that her daughter wrote to an aunt recently about what it is like to be a "slow learner," the part that goes:

There is nothing wrong with being a slow learner, I think: There are many things I can do; knit, embroider, read. Take care of children, write letters, have a job, talk Hebrew and even get along very well with my father's mother, who is a very difficult person. I take tennis lessons, swim and spell better than your sister Millie. And I can love.

The Beginnings of
ARTICULATION IN A JUNIOR COLLEGE CHILD DEVELOPMENT PROGRAM¹



Flora S. Conger, M.S.
Head, Child Development Education Program
Okaloosa Walton Junior College
Niceville, Florida

At Okaloosa-Walton Junior College we have attempted to provide students with a variety of educational opportunities. We encourage students to choose courses that will match their interests, abilities, experiences, and goals. If a student wants to learn about young children, and/or to work with them in any capacity, we welcome them.

Objectives of the child development program at Okaloosa-Walton Junior College have been defined according to priority as follows:

- A. To prepare persons for employment or advancement in a specific occupational area.
 1. College credit curriculum--Associate of Science degree awarded at completion.
 2. Non-credit courses--
 - a. Adult studies--certificate awarded at completion
 - b. High school release students--high school diploma awarded by local high school.
- B. To upgrade those already employed in jobs concerned with the care and guidance of children.
 1. College credit curriculum--Associate of Science degree awarded at completion.
 2. Adult studies--non-credit certificate awarded at completion.
- C. To provide students with curriculum designed for transfer, with full credit, to other institutions for the purpose of satisfying requirements for the Bachelor's Degree in Home Economics (Child Development), teacher education, or other child related professions. Associate of Arts degree awarded at completion.

¹The author is indebted to Mrs. Marilee Walther, Child Development instructor, Okaloosa-Walton Junior College for assistance in preparing this manuscript.

- D. To provide education relating to child development for parents and prospective parents.
 - 1. Electives for college credit as part of Associate of Arts or Associate of Science degree for student in any major.
 - 2. Non-credit courses as part of adult studies for parents or prospective parents.
- E. To assist in community effort to:
 - 1. Interpret importance of the growth and development of the young child.
 - 2. Develop awareness of the value auxiliary personnel can be in extending the effectiveness of professionals who work with or on behalf of young children and their families.
 - 3. Improve the image of child care services (especially day care).
 - 4. Improve the image and status of the child care worker.
 - 5. Develop job opportunities with adequate pay available and job placement of students.
 - 6. Improve functioning of child care workers so that improved programs are available to young children and improved child care service is available to families.
- F. To assist in developing programs focusing on the dual role of the homemaker through coordination of child development programs with other adult home economics programs.

This article focuses on steps being taken to facilitate articulation between high school, junior college, and senior institutions and refers to the first three objectives listed above.

Factors Facilitating Articulation

The beginnings of articulation have been facilitated by the following:

- 1. Okaloosa-Walton Junior College serves as the area vocational high school; thus, twenty high school seniors participate in an occupational child development program three hours per day throughout the school year. Knowing the high school students enrolled in the child development high school release program helps us to empathize with the recent graduates who are entering college. It also enables us to participate in developing and implementing curriculum offered prior to junior college.
- 2. High school occupational child development teachers in the district serviced by the junior college and Okaloosa-Walton Junior College Child Development instructors work together in relation to curriculum and program development.
- 3. In Florida a junior and senior college is within commuting distance of each citizen. Okaloosa-Walton Junior College

instructors have consulted senior college or upper division personnel regarding curriculum offered at the junior college that will feed into upper division programs.

4. An active and representative advisory committee, which meets quarterly, takes its assignment seriously. Currently the committee is assisting the child development staff in continued study of appropriate courses and methods of evaluation for waiver to be applied to the College policy of credit by examination. Functions of the committee are:
 - a. To advise child development staff regarding need for training para-professionals in child development and content of programs needed.
 - b. To share information regarding child development programs and other programs relating to young children in the area.
 - c. To help interpret the child development program to the community.
 - d. To assist in identifying job stations for internships and future employment.
5. Child development instructors serve as advisors to child development students and help students make plans that will enhance articulation between the junior and senior colleges.
6. Established policies of the junior college, such as the advanced studies program for high school students or credit by examination, are used when applicable.
7. Emphasis has been placed on a competency base of demonstrated proficiency. Performance objectives for specific competencies are available for each course.

Required Courses in Child Development Specialization Associate of Science Degree

- * ** *Child Growth and Development I.* The growth and development of the child from conception through age 5, including the physical, social, emotional, and mental development of the young child, influences of environment, principles and theories of development . . . 3 semester hours.
- * *Observing and Recording Child Behavior.* Course designed to increase objectivity and proficiency in observing, recording, and interpreting children's behavior; in addition, to increase awareness of normative patterns of behavior of children from birth through 5 years of age. Includes observation of infants, toddlers, and case study of children in Okaloosa-Walton Junior College's Child Development Education Center. Various assignments given as participant observers in Okaloosa-Walton Junior College's Child Development Education Center during course . . . 3 semester hours, 2 lecture, 3 lab.
- * *Child Growth and Development II.* Study of the physical, emotional, social, and intellectual growth and development of the school age child (6 through 12 years) up to pre-adolescence. Includes dynamics

of behavior, child guidance and needs of exceptional children
. . . 3 semester hours.

* *Programs for Young Children.* Study of principles and practices of
** programs for young children, current research in early childhood
education, examination of the role of the teacher, and selection and
use of equipment and materials for groups of young children
. . . 3 semester hours.

* *Curriculum for Young Children I.* The study of techniques of using
** language arts, science, art, social studies, music, mathematics, and
physical activities with young children. Participation in Child
Development Education Center . . . 3 semester hours, 1 lecture,
6 labs.

Child Nutrition and Health. Methods of meeting physical needs of
young children through nutrition and good health practices. Recog-
nition of childhood diseases and care of the handicapped child
. . . 3 semester hours, 2 lecture, 3 labs.

Family and Society. Study of the family in today's society as it
affects children's development and behavior. Community resources
that serve the family are evaluated . . . 3 semester hours.

Supervised Student Experience (Laboratory). The student will be
scheduled in a community agency for the semester to become involved
in the full spectrum of responsibilities as a child development
intern. Work experience may be scheduled in public or private kinder-
gartens, private day care centers, special classes, and the like.
Each assignment will be cooperatively planned by the intern super-
visor and the supervisor or director of the particular agency being
used and will focus on the curriculum for young children as listed
below. A cooperative evaluation of the student's performance will
be made by the student, intern supervisor, and the supervisor or
director of the agency. Students already employed may work out
schedule with instructor.

* Required for Associate of Arts Degree

** Course approved for credit by examination

The four courses offered concurrently for students in field assign-
ment are as follows:

Curriculum for Young Children II. A study of and development of effec-
tive skills and techniques used in program planning and use of creative
media for young children . . . 4 semester hours.

Curriculum for Young Children III. A study of the principles, methods,
and materials used to help young children acquire the basic skills of
using language effectively and competently; evaluation and development
of appropriate teaching materials to use with young children . . . 4
semester hours.

Curriculum for Young Children IV. A study of the basic concepts,
methods, and materials of mathematics, science, and social studies
appropriate to the education of young children; identification of the
role of staff members in the center for the education of young chil-
dren; an overview of parent education . . . 4 semester hours.

Child Development In-service Seminar. Weekly seminar to critique
performance and plan effective intern experience. Course required and
scheduled concurrently with Supervised Student Experience . . .
3 semester hours.

Associate of Science Degree
A Specialized Program Leading to a Career
as a Child Development Associate*

Freshman Year

Course	Description	1st Term	2nd Term
**1276	Human Relations	3	
2000 activity courses	Physical Education	1	1
3175	Humanities I		3
4100-01 or 4102-03 or **4110-11 or 4116-17	Communications Skills I-II	(3) 4	(3) 4
5101	Mathematics		3
6100	Social Science	3	
6105	Observing & Recording Child Behavior	3	
6160-61	Child Growth & Development I-II	3	3
6260	Programs for Young Children		3
		<u>(16)17</u>	<u>(16)17</u>

Sophomore Year

2000 activity courses	Physical Education	1	1
6203	The Family and Society	3	
6262	Curriculum for Young Children I	3	
6261	Child Nutrition and Health	3	
6263	Curriculum for Young Children II		4
6264	Curriculum for Young Children III		4
6265	Curriculum for Young Children IV		4
6266	Child Development Seminar		3
7109 or 7135 or 7138 or 8150-51	Physical Science or Biology Elective	(3) 4 3	(3)
		<u>(16)17</u>	<u>(19)16</u>

*Graduates may be employed in day care centers, headstart centers, school settings as teacher aides, and other child related assignments.

**These courses meet the General Education requirements for the Associate of Science Degree only.

Students and Their Concerns

Students range in age from the teenage high school seniors to middle age grandmothers who have been out of school for several years. Men and women enjoy and learn from the little ones (2-4 years) in the Child Development Education Center, which serves as a student laboratory.

The high school occupational home economics courses in child development serve as a stimulus for junior college enrollees. The introduction to child care services that the students receive in their various high schools encourages them to seek further education in the early childhood field.

Older students tend to select the Associate of Science degree or certificate program, since their immediate goal is to acquire skills that will aid them in being employable. Those already employed in child care seek promotion through further education.

Articulation is a key concern of child development students. Occupational home economics high school seniors seek assurance that there will be minimum duplication of previous instruction. Adult students indicate concern regarding recognition of competencies achieved through experience. Credit by examination provides a process for assessing competencies already achieved. Such an evaluation need not be limited to written examination.

Associate degree students are eager to know about transferability of courses taken at the junior college to senior institutions. There is continued need for close communication with representatives of senior institutions and counseling of child development students.

It has been said that identification of a problem is the first step toward solving it. The Okaloosa-Walton Junior College child development staff, students, and the advisory committee recognize the importance of articulation between high school, junior college, and senior institutions. While we can recognize some concerns, we are now proudly beginning to experience some success.

THE PARENT'S ROLE AS BABY'S TEACHER

Genevieve Painter, Ed.D.

Director, Family Education Association
of Champaign County, Illinois

It is during the first years of a child's life that his intellectual, emotional, and motivational development are most influenced. Studies of infant growth made over the last fifty years closely agree that the most active period of physical and intellectual growth takes place between birth and age four. Before a child enters school, his IQ and life style have become well established.

Although the first baby a woman holds is likely to be her own, we cannot assume that she has been programmed by instinct to rear the child. Yet, she receives no organized, systematic, culturally-sanctioned training to be a mother. Her inept parenting may stunt the development of her child simply because she must rely on trial and error or the perhaps inappropriate model of her own parents. Through such a cycle are profound discouragement and ignorance passed on from generation to generation. Society is finally obliged to spend huge sums of money to repair the damage that has resulted from parents who failed.

Year after year our society invests billions of dollars in its public school system but obviously hundreds of thousands of children are stunted in development before they ever reach school. The 1960's saw the initiation on a large scale of compensatory educational programs for children of low-income families, children who had often demonstrated inadequate school-readiness. Short-term (six to eight weeks) and later long-term (two years) Head Start programs were provided these children. Each program began with bright hopes but met with disappointment--dramatic initial gains washed out within a few years and compensatory intervention during the preschool years (ages three through five) was judged too little and too late.

Research Background

In 1965 I was invited to develop and supervise an educational research program undertaken by the University of Illinois and funded by the United States Office of Education. The research was divided into two phases. In the first, professional teachers tutored infants at home one hour a day for over a year. In the second phase, the following year, mothers were trained to implement the educational play activities and child-rearing methods which the tutors had used the previous year. The object of both phases of the research was to determine whether babies who were tutored either by a teacher or by their own mothers differed significantly from those who had had no tutoring.

In the first phase, the teachers and I began simply by playing with babies in their own homes, much as a mother might do. We applied psychological principles of infant development, however, and sought to discover the most effective method of teaching the things we considered necessary to the baby's future success in school: sensory perception broadly

conceived; body awareness, particularly of the hands; the use of imitation, particularly in language development; the ability to solve simple problems; conceptual development, as, for example, in picture comprehension.

At the end of the tutorial year, the babies were found to average ten points higher in IQ than their controls, whose mean IQ remained at the level of the previous year. The tutored babies also showed gains in language development and on certain tests of conceptual development, but these gains were modest. The most important product of this study was the development of an infant curriculum.¹

In the second phase, mothers were trained to implement the educational play activities and child-rearing methods used by the professional teachers the previous year. At the end of the year, babies who had been tutored by their own mothers averaged sixteen points higher in IQ than babies who had received no tutoring. In visiting the homes of mothers who were tutoring their own babies we found mother and child working happily together for as long as an hour.²

There were differences more obvious and more important than IQ scores between both groups of tutored children and the non-tutored children. The tutored children were more alert and were able to do many more things. They had been taught how to use their hands and bodies. Their imagination and their ability to reason, to abstract, and to make associations were impressive. These children had been encouraged to feel that they were capable of learning and, therefore, they were willing to learn and to work. They were "motivated" to work at a task with sustained interest. They had learned to learn in a sense, but they had also discovered a joyous sense of identity in the process.

How Baby Learns

The child's capacity to learn is not a fixed quantity. If his environment is stimulating, his capacity or potential can be greatly increased. Since a baby learns from the moment of birth, the kinds of stimulation his senses receive is crucial. The infant who receives little care other than routine feeding and diaper changing is denied the learning experiences of the infant reared by loving parents who play with him.

Baby is a Family Member

From the very beginning, parents should encourage the baby to enter the family group as a sharing rather than as a receiving member. He should not be allowed needlessly to change the entire routine of living or to feel that he is the center of interest, the sole reason for the family's existence. It is not a kindness to make a new-born infant the

¹Genevieve Painter, *Infant Education* (San Rafael, California: Dimensions Publications, 1968).

²Erladeen Badger, "A Mothers' Training Program--the Road to a Purposeful Existence," *Children* (Sept.-October, 1971).

hub of the family universe. Parents who devote themselves to the child as an infant often tire of this demanding role when he gets older; certainly the world at large will not subsequently treat him with such inflated importance.

Baby Needs Play

Giving the baby love and attention at the appropriate time is important to his total well-being. Playing with children is fundamental to building a good relationship with them,³ and parents can start by playing for a few minutes daily with the baby when he is awake and peaceful. Through play the baby learns new skills and at the same time learns to get along with other family members.

Baby's Security

Every child needs to feel secure. Security comes from a feeling of adequacy--"I am an OK person"--as well as from a feeling of belonging--"The family likes me and I like them; I belong to them and they belong to me." If the creation of a happy family group is to be achieved, each member must ask the question, "What can I give?" as well as the question, "What can I expect to receive?" Families which operate within this basic framework help each child from infancy to feel part of a larger unity. The sense of belonging to and participating within the family structure increases a child's feeling of security.⁴

Baby's Father

The role of the father is changing these days. At one time father ruled the home, and mother and children obeyed him. Now, mother and children, too, demand equal rights. In accordance with this trend toward equality and mutual respect, fathers now share in the rearing of their children and find increasing satisfaction in fatherhood. Playing with the baby puts each parent in a position of truly being able to influence him because play serves to build a relationship of love and mutual respect. The wise father, like the wise mother, will spend some playtime with each of his children every week.

Do Not Tire the Baby

Parents should not tire the baby with excessive play. They can tell when play and learning are good for him, for he will smile, coo, reach for toys and for the parent's hand. When the baby is restless or fussy, he is probably telling the family that he is tired or hungry, or that he has had enough play.

³Rudolf Dreikurs and Vicki Soltz, *Children: The Challenge* (New York: Hawthorn Press, 1964).

⁴*Ibid.*

Ken Marlin, *Practical Parenting* (Columbia, Missouri: Parent Education Association, 1972).

Extending Research Insights

If the baby's precious first years are neglected, he may be forever disadvantaged, regardless of how fortunate his family's economic situation may be. Since we found parents to be the best teachers of their own babies, I wrote the book, *Teach Your Baby*,⁵ for all parents who might be interested in giving their babies happy educational play. The book is being translated into ten languages including Hebrew and Japanese as well as various European languages. The activities were designed for every stage of development from birth through thirty-six months and are given in graduated steps for each age level. A few of the activities are summarized below.

Educational Play Activities

Educational play activities can be designed even for the new-born infant. The baby's senses are ready to work when he is born; therefore, the parent through play can help his sensory systems to develop. Be quietly friendly with him; enjoy how he feels when you hold him. Allow your enjoyment to show on your face. Of course, parents must be careful not to overtire the new-born baby.

Stimulate Feeling

1. Shift the baby's position. He may be placed on his stomach as well as on his back.
2. While he is being dressed, gently massage for short periods his stomach, back, shoulders, arms or legs.

Stimulate Seeing

1. Shift the baby to another side of the crib when he is put down so that an altered light perspective can excite his eyes.
2. Attach a toy to the side of his crib so that he can see it. The new-born keeps his head to one side when he is on his back and will soon enjoy colorful objects within his view.

Stimulate Hearing

1. Sing to him or say a nursery rhyme.
2. Allow a radio to play in his room for a short time.

Imitation of Baby's Sounds

When the baby is ten to twelve weeks old, he starts to say, "ahh---." If the parent will imitate the sound that the baby makes, the baby will in turn imitate the parent. This imitation of baby and of parent should be

⁵Genevieve Painter, *Teach Your Baby* (New York: Simon and Schuster, 1971).

continued throughout his cooing development. Later the parent can try new sounds to see if the baby will imitate these.

Imitation of Movement

During the first year of life the baby imitates many actions of his parents. When mother smiles, baby smiles back. Babies enjoy imitating actions such as these:

1. Moving the head from side to side
2. Waving "bye-bye"
3. Hitting the table with the hand
4. Waving a toy in the air

Imitation of Parents' Talk

Having learned to imitate actions will help the baby subsequently in his language development. Soon he can imitate verbal-related actions such as these:

1. Smacking the lips as in kissing
2. Blowing, whistling or puckering the lips
3. Making a coughing sound
4. Breathing hard or making a panting sound

Identifying and Naming Objects

1. Point to common objects in the home and tell the baby their names. If he is unable to approximate these words, encourage him to point to the object or go to get it. "Where is the spoon?" "Go get your story book."

2. When he is able to name objects, help him to practice these new labels: "What is this? Yes, that's your shoe."

Verbalizing Needs and Wants

Even after the child has begun to talk, he may only point to an object that he wants. Encourage him to ask for it in words. If he says only a single word or pronounces it imperfectly, accept and praise his effort. If he wants water but only points to the sink and grunts, tell him, "water." He may only be able to say "wah-wah" at first. Later he will be able to say "water," and finally, "I want water." You can model for him by saying all three words.

Identifying Pictures

1. Share pictures in a magazine or book with your baby. Ask him, "What is this?" Tell him the word if he does not know; he will soon learn.

2. Cut familiar object pictures from magazines and help your child start a scrap book of his very own. When he can name or label a picture, he may paste it in his book. If he is not yet talking, you can ask him to point to a particular picture among several. "Show me the apple."

If he points correctly he may paste the picture in his book.

Spatial Relationships

As the baby learns about things in space and about himself in space, he can play many games with his parents to help him refine his sense of spatial relationships.

1. Move a toy along the floor until it is directly behind him. See if he will turn his body around to see the toy.
2. Arrange furniture so that he can creep through narrow and low spaces (between chairs, between couch and wall, under the coffee table). He will learn how he fits into a given space.
3. Give him a plastic ring, perhaps from a stacking toy. He will see and feel that there is an inside and an outside.
4. Give him a spindle upon which he may place rings. He'll learn that something can go into a hole.

Shapes

1. Give the child a puzzle in which there is a round piece to fit into a round hole.
2. Let him try to fit a round and a square piece into the proper holes.
3. Later a shape box can be used to teach him about other shapes and how they can fit into the proper holes.

Classification

The child learns to understand his world better when he can put things into categories.

1. Give the child five pictures of foods and five pictures of dogs. The task will be easier if you provide open boxes with a picture for the proper classification. Say, "Put the things you eat in the box for foods. Put the dogs in the box for dogs."
2. Colors can be taught by matching. Put a red sock on the child's foot. Show him a blue sock and a red sock and say, "Which one goes with the one on your foot?"

Conclusion

As a parent plays with the baby, he will be able to make up games as they go along. Expensive toys do not teach more than inexpensive ones, and those which are made or discovered at home often teach most effectively of all. Most important of all is the joy and satisfaction parents experience as they watch their child develop intellectually and emotionally, knowing that they have had a significant role in this exciting process.

CAN THE SCHOOLS HELP PREVENT CHILD ABUSE?

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On August 31, 1972, little Johnny Lindquist died in a Chicago hospital after having lain in a coma for over a month, suffering from a fractured skull and multiple bruises--injuries inflicted by his father.

The tragedy of Johnny Lindquist was only one of 30 reported incidents of fatal child abuse in Illinois last year. An additional 800 cases of non-fatal abuse were reported. Yet these reported figures represent only the tip of the iceberg in terms of measuring the dimensions of the problem of child abuse.

Many experts estimate that nationally at least 65,000 children are physically abused by their parents or parent-substitutes each year. As many as 700 may be killed, and the numbers are increasing.

Determining the actual number of child abuse cases has been impossible to date. Although all fifty states require doctors and hospitals to report all suspected instances of child abuse, it is widely believed that most cases are not reported either because they do not come to the attention of a doctor or are not recognized as child abuse.

In an effort to identify more cases of child abuse, several states, including Illinois, are considering legislation which would require school teachers and administrators as well as day-care center personnel to report suspected instances of child abuse or neglect.

Are the Schools Prepared?

At present, however, the schools seem ill-prepared to deal with the problems of battered children. In a survey of all school districts in the United States with enrollments of over 10,000 students, fewer than half of the respondents indicated that their districts had established procedures for dealing with cases of suspected abuse. Even where standard operating procedures did exist, they were often found to be inadequate.¹

The basic problem may be that teachers are not equipped to recognize the signs of abuse. Recognition is not easy; even physicians with their diagnostic tools are not always able to identify abuse cases.

Awareness of certain facts can, however, be helpful to the teacher. The severely battered child is the last phase of a spectrum of

¹Kay Drews, "The Child and His School," in *Helping the Battered Child and His Family*, ed. by C. Henry Kempe and Ray E. Helfer (Philadelphia: J. B. Lippincott Co., 1972), p. 115.

maltreatment. The abused child often has a history of malnutrition, anemia, poor skin hygiene, irritability and other signs of overall poor care.

An injury which a child is unwilling to explain or any evidence of repeated injuries may be suspect. Other indications of severe mistreatment are repeated bruises or fractures, abrasions, cuts or lacerations over recently healed skin, burns, soft tissue swelling and hematomas.

Since many abused children suffer head injuries, teachers should be alert for any signs of such damage. One such sign may be the child's inability to move extremities due to neurological damage.

To help teachers recognize suspected abuse cases adequately, special training programs conducted by physicians could be held. Teachers can also become aware of what agencies deal with child abuse problems in their state or community and what lines of communication between the school and agency exist.

Existence of such communication lines is imperative if the school is to maximize its role in helping the battered child. If possible, the school should work with the agency to develop a cooperative therapeutic plan and then establish a follow-up system to insure that the plan is working.

The Battering Parent

Any therapeutic plan must, of course, include the parents of the battered child. Much to the surprise of some people, battering parents come from all socioeconomic groups, races, religions and professions. Abusive parents are found in city and rural environments in every part of the country.

Parents who abuse their children do share some characteristics. They tend to be individuals who did not receive adequate "mothering" themselves as children. Their spouses tend to be passive people who are unable to give their partners the love and attention they missed as children. The abusive parents consequently become isolated individuals with little self-esteem who look to their children with expectations the children are unable to fulfill.

As one mother told child abuse experts Dr. C. Henry Kempe and Dr. Ray Helfer, "I waited so long to have my baby, and when she came, she never did anything for me."²

What often occurs is a sort of role-reversal in which the parent looks to the child for "mothering" rather than providing it to the child. The child's inability to respond satisfactorily can combine with a precipitating crisis, large or small, to result in an abusive incident.

Certain factors increase the likelihood of a parent's reacting abusively, such as the stresses of repeated pregnancies, the use of drugs by parents and the particularly inadequate knowledge of child development found in individuals who marry very young.

²C. Henry Kempe and Ray E. Helfer, eds., *Helping the Battered Child and His Family* (Philadelphia: J. B. Lippincott Co., 1972), p. ix.

These psychological characteristics of battering parents indicate that the schools do have potential for preventing students from developing into abusive parents. The key factor is imparting an adequate knowledge of child development and the demands of parenthood so that the student can develop realistic expectations of children. Instruction in the dynamics of family living and how to involve all family members, including a passive spouse, in problem solving could also be helpful to the student who may be a potentially abusive parent.

Potentially abusive parents also need to be taught how to learn to deal with the demands of children. Students can be taught how to avoid potentially dangerous situations; for example, providing fussy eaters tiny hamburger patties, two or three peas and a pinch of spinach can turn mealtime into a game rather than a war.

Students can also be made aware of ways to get relief from the demands of parenthood, e.g., by forming a baby-sitting pool so that non-working mothers have regular opportunities to spend time away from their children or by trading children with another harried mother for a morning or day. Abusive parents seldom mistreat other people's children.

Help for Battering Parents

The organizations which have been formed by battering parents to help each other--Mothers Anonymous in California, Families Anonymous in Colorado and Parents Anonymous in New York--are attempting to teach their members some of these same concepts as well as to provide them with understanding, attention and a higher sense of self-esteem.

These groups, patterned loosely after Alcoholics Anonymous, are now spreading to other areas of the country. Potentially abusive parents armed with the knowledge that such groups exist may be able to avoid actual abusive incidents by seeking help where they know they will be accepted.

In addition, programs are being initiated at several hospitals across the country to provide foster grandparents, ranging in age from 24 to 60, for abusive parents to give them the affection and care they are now demanding from their children.

Where no organizations or foster grandparent programs exist, help can be found through consulting local social service agencies, the pediatrics unit of a local hospital, or by writing to Parents Anonymous, Inc., 1841 Broadway, Room 1000, New York, N.Y. 10023. Parents Anonymous provides a packet of information for parents, including advice on seeking help within the community.

Child abuse specialists are now developing interview techniques designed to reveal whether an individual has the potential to maltreat his or her children. When the technique is perfected, physicians will be able to use it with prospective parents. If the prospective parents reveal the potential for abuse, the physician will recommend additional pre-natal training and post-natal counseling.

Until such a diagnostic tool is developed, however, the school holds a pivotal role in providing students with the understanding of child development and family life which may prevent them from becoming child abusers.

CHILDREN AND FOOD--A NATURAL COMBINATION

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Are your students planning activities for preschoolers? Are you starting a course in child development? If so, don't shelve everything you've taught about foods. Take that knowledge off the shelf along with the peanut butter, oatmeal and raisins. Mix it liberally into your activities planned around children.

Why not bring young children into the kitchen and class?

1. Your labs, materials and teaching on foods are familiar to your students. These resources can help them learn about and teach young children. Students can use and increase their knowledge by planning snacks, meals or food-centered activities for children.
2. Food is familiar also in some way to all children. They've seen, tasted and probably helped prepare it. Cooking is not difficult to introduce to them. It can foster a feeling of security; it is a real life task, *and* . . . it promises results!

Using hunger as a motivation to learn is as old as man. Eating can be one of the most pleasurable and naturally reinforcing learning experiences a young child has. The opportunity is available to teach good eating habits and simple nutrition concepts. Little children can learn that food gives energy for work and play. They can understand that some foods help us more than others to grow and keep healthy and that food helps build strong bones, teeth, skin and bodies. High school students may enjoy looking for the learning sandwiched between the fun of children cleaning their own carrot snacks, rolling up peanut butter and raisins in a cabbage leaf or making vegetable soup for lunch.

A good place to begin might be to view the Headstart film, "Jenny is a Good Thing." It is a beautiful film on the role of nutrition in the life of a young child in the Headstart program.¹

Next, you might try listing some of the *skills and experiences* involved in food-centered activities:

SENSORY	tasting, touching, smelling, seeing
MOTOR:	pouring, squeezing, stirring, slicing, spreading, beating, grinding
SOCIAL:	sharing, taking turns, planning, talking about, waiting, cleaning up

¹Available from Head Start Regional Training Office, Northern Illinois University, DeKalb, Illinois 60115 or 309 Gwynn Hall, University of Missouri, Columbia, Missouri 65201.

CONCEPTUAL: counting, measuring, conserving, timing, following directions

Do your students have a general picture of skill development in young children? If so, then let them apply their knowledge. You may want them to match a foods activity with specific skills that can be learned. As a springboard for generating their own ideas you might show them how Nancy Ferriera matched skills and foods in her list of *five basic cooking skills for children*:²

GROUP I: Gross Motions and Socialization

- a. Vegetable Salad--using hands to tear and snap vegetables
- b. Popcorn

GROUP II: Beginning Manipulation and Eye-Hand Coordination

- a. Stuffed celery
- b. Instant pudding

GROUP III: Finer Motions and More Complete Use of Both Hands

- a. Fruit juice--Fruit salad
- b. Egg salad

GROUP IV: Coordination and Working Against Resistance

- a. Butter
- b. Applesauce

GROUP V: Fine Coordination and Understanding of Sharpness

- a. Peel carrots
- b. Grating potatoes--to fry

What activities can your students add to this list? Perhaps a brainstorming session could be followed by evaluating and screening ideas. Another source of child-tested activities are children's cook books. Easy-to-read resource books your students could use in planning are listed in the bibliography. Many of these books have guidelines for teachers and parents mixed with the recipes. *Adventures in Cooking* offers an excellent collection of cooking experiences tried by preschool parents and teachers. Another book written for preschool teachers, *Kids are Natural Cooks*, follows the calendar year with suggestions of seasonal foods and activities. Harvest time is a time for applesauce, cider, pumpkin seeds and pie. Winter soups and porcupines (meatballs) are followed by spring field trips to the farm for eggs, milk and a look at things beginning to grow.

Even the most ordinary foods can be made special to children. Students might be inspired to read Dr. Seuss' books *Scrambled Eggs Super* or *Green Eggs and Ham* to some little children and then try this recipe:

²N. J. Ferreira, *The Mother-Child Cookbook* (Menlo Park, California: Pacific Coast Publishers, 1969).

SCRAMBLED EGGS

..... AND STUFF

"The first thing to do, of course, is to get the eggs out of the shells. The easy way to do this is just to break them open. But if you want to do it the hard way, you can blow the egg out . . .

Blow
or

Break:

(If several people are cooking eggs, each can have his own paper cup.)



Pour a spoonful or so of MILK in with the eggs. Sprinkle on a little SALT and stir it all up.

Stir:



Now add some STUFF . . .

CHEESE, MEAT, VEGETABLES,

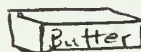
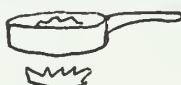
SPROUTS, HERBS AND SPICES,

ANYTHING ELSE you can think of . . .



Melt a little BUTTER in a frying pan and cook the eggs, one by one, over medium low heat, stirring until they are solid but still soft.³

Cook:



Cooks without books. Not all the concoctions suggested in children's cook books are adult tested. Some suggest the adventuresome teacher set up activities to allow children to make up their own recipes. One such activity produced the following recipe:

BECCA'S RECIPE FOR MILKSHAKES . . . We put some milk in and some ice cream in a thing. You put colors of paint in and you put the cap on so it won't spill out and you shake it up really fast and for a long time. And you know how much tons of ice cream you put in? 500 tons.⁴

³*Kids Are Natural Cooks* (Cambridge, Mass.: Parents' Nursery School, 1972), pp. 62-63.

⁴*Ibid.*, p. 84.

A plan can help your students and the children have a good food experience. An "activity plan" may look something like this:

ACTIVITY:	Making a vegetable salad for lunch.
PURPOSE:	Provides opportunity for using large and small muscles in these ways . . . Can encourage socialization by . . . etc.
TIME:	After reading "The Carrot Seed" at story time.
PLACE:	Kitchen area.
EQUIPMENT:	Apron, big bowl, sink, etc.
LIMITATIONS:	Limited space and materials suggest small group (3-4).
HELP NEEDED:	Encourage participation by asking questions like . . . "What is that good smell in the kitchen? . . .
ALTERNATE PLAN:	If kitchen is not available, we could use . . .

Discussing a plan with your students can help anticipate and eliminate last minute problems and conflicts.

Expanding discoveries through foods: Many things that are simple and ordinary to adults are sources of wonder and discovery to a child. You've known for a long time:

- how water poured from measuring cup to bowl remains the same in volume
- how orange juice is squeezed from oranges
- how some fruits have seeds inside
- how to use a can opener
- how to crack an egg
- how some things float in water, others dissolve
- how sugar, flour, and bread dough feel, taste and smell

To a child these are real discoveries made when he is given the chance to feel, experiment, watch, and wonder why! You and your students can foster the children's curiosity by building on the interests they express.

If you have a nursery class in your school your students might look outside of the kitchen area for ways to complement snack and meal times. Four such areas might be these:

1. THE BOOK CORNER--can include children's picture books that discuss food in stories. A list is given in the bibliography.





2. HOUSEKEEPING CORNER--a place for mini-kitchens and cooks is also a place where children can become involved in social and dramatic play and replay of real life food experiences.



3. CHILDREN'S GROCERY STORE--can be a place for more dramatic play. Save old cartons and cans, add a few boxes or block shelves and let the children design the play. Coordinate with a field trip to the grocery store if possible.



4. ART AREA--can be a lively center when painting with pudding or other edible varieties of finger paint. It's just as easy to clean pudding off cookie sheets or table tops as to wash off paint. Press a sheet of paper over work to be saved, lift and then wash away the remaining evidence (if the finger lickers leave any behind). Other varieties of finger paint include peanut butter, jelly or frosting.

Encourage students to seek ways to lead children in discovering things we adults may take for granted as known and ordinary.

Children's fears and foods: What and when am I going to eat? In one nursery school a child was continually curious and anxious about food. The teacher could have just given him information by telling him, as you might tell an adult, what the menu was. You might ask students what they would do. This teacher was able to allay some of the child's fears and concerns by:

- 1) showing him the ingredients for lunch
- 2) giving him the empty cans and packages to play with
- 3) showing him how she found a recipe in a cook book for lunch
- 4) letting him have a hand in preparing lunch
- 5) writing down the story of how he helped with lunch as he told it

She reported that his fears seemed to decrease as his enthusiasm for lunch increased.



Spills & sponges: Clean up can be an interesting and integral part of activities. You may have years of practice measuring flour and washing dishes. But remember, there's a first time for everyone! Be prepared. Protect clothing with smocks or shirts, furniture with newspaper or plastic. Have sponges, brooms, and dust pans handy. Don't expect perfection from the children but encourage cooperation. Toting the garbage to the janitor's room or turning on the disposal may be the most rewarding part of a foods activity for a four-year-old.

Are you ready for an adventure in cooking with children? Can you let children have a hand in making their own snacks and in serving--with pride and juice--their own creations?

BOOKS AND PAMPHLETS ON FOODS FOR YOUNG CHILDREN

Croft, Doreen. *Recipes for Busy Little Hands*, 1967. (paint recipes, food recipes, finger plays) Distributor: R. D. Reed 18581 McFarland Ave., Saratoga, Cal. 95070. \$2.25.

Ferreira, N. J. *The Mother-Child Cookbook*, 1969. (leader's guide for teaching preschoolers about foods; recipes for 16 children)
Distributor: Pacific Coast Publishers, Menlo Park, Ca. 94025.
\$2.95.

Foster, F. L. *Adventures in Cooking*, 1971. (collection of recipes for use in nursery schools, day care center, Headstart) Distributor:
author, 810 Harding Street, Westfield, New Jersey 07090. \$3.00.

Kids Are Natural Cooks, Parents Nursery School. 1972. (child-tested recipes for home and school) Distributor: Cookbook Committee,
Parents Nursery School, 40A Reservoir St., Cambridge, Mass. 02138.
\$3.00.

National Dairy Council Materials, 111 North Canal Street, Chicago, Ill. 60606: (1) Feeding Little Folks, 15¢; (2) Food Before Six, 10¢;
(3) More Milk, Please, 15¢; (4) Cooking Is Fun, 15¢.

Teaching the Young Child Good Eating Habits for Life, Missouri Home Economics Association, Missouri Division of Health, 1971. (gives basic concepts of nutrition and many suggestions for food activities) Distributor: Missouri Division of Health, University of Missouri, Columbia.

Check with your elementary or children's libraries for these:

CHILDREN'S PICTURE BOOKS THAT RELATE TO FOOD ACTIVITIES

- Brown, Marcia. *Stone Soup*. Scribner's, 1947.
Brown, Margaret Wise and Edith Thatcher Hurd. *Two Little Gardeners*. Simon & Schuster, 1951.
Daugherty, James. *The Picnic*. Viking Press, 1958.
Gingerbread Boy, The. William Curtis Holdsworth, Ill. Farrar, 1968.
Hudlow, Jean. *Eric Plants a Garden*. Whitman & Co., 1971. (Good pictures, long story)
Kahl, Virginia. *The Dutchess Bakes a Cake*. Scribner's, 1955.
Kahl, Virginia. *The Perfect Pancake*. Scribner's, 1960.
Kessler, Ethel and Leonard. *Crunch. Crunch*. Doubleday, 1955.
Drauss, Ruth. *The Carrot Seed*. Harper, 1951.
Little Red Hen, The. William Curtis Holdsworth, Ill. Farrar, 1969.
Marino, Dorothy. *Buzzy Bear's Winter Party*. Watts, 1967.
Minarik, Else. *Little Bear*. Harper, 1957.
Morphey, Sara. *The Roly Poly Cookie*. Follett, 1963.
Norman, Gertrude. *Johnny Appleseed*. Putnam, 1960.
Sawyer, Ruth. *Journey Cake, Ho*. Viking, 1953.
Schatz, Letta. *When Will My Birthday Be?* McGraw, 1962.
Seuss, Dr. (pseud) *Green Eggs and Ham*. Random House, 1960.
Seuss, Dr. (pseud) *Scrambled Eggs Super*. Random House, 1953.
Tolstoy, Alexei. *The Great Big Enormous Turnip*. Franklin Watt's, 1968.
Webber, Irma E. *Up Above and Down Below*. Scott, 1943.
Zolotow, Charlotte. *The Magic Word*. Wonder Books, 1952.

SOME SUGGESTIONS FOR TEACHING CHILD DEVELOPMENT

Connie R. Sasse

Children's Literature Isn't Liberated

Books are an important tool children use to learn about the world and their role in it. Many, if not most, children's books today portray white middle-class nuclear families whose sons are aggressive, independent, and mischievous, and whose daughters are clean and neat, dependent, and obedient. In these families the mother is a homemaker and the father has a successful career. But what happens to a child whose mother works? Or who has only one parent at home? Or who is not white or middle class? Or who spends his days in a day care center? Or whose father shares in child care? Will these children find their world portrayed in books?

An interesting lesson for high school students might be to discuss sexism and sex stereotyping in children's literature, and analyze a variety of children's books for evidences of sexism and stereotypic female roles. To accomplish this, student could use children's books available in the home economics department, at a child care facility work station, at home, or at the public library.

For example, a cursory review of my 2½ year old daughter's library brought to light "What Shall I Put in the Hole That I Dig?" which is a story about two children deciding what to put in a hole in the ground. The boy digs the hole, plants the various items, covers the planted items while the little girl serves as a passive audience for his activities. In "Me Too!" Rhoda and Anne play, take their dolls for a walk, sing, dance and obediently take a nap while their high-heeled, dress-clad mother watches and helps. All three characters in the book are portrayed in very traditional female roles. "The Bunny Twins" tells the adventures of a pair of bunnies. During these adventures the girl bunny, Fluffy, is often frightened and crying while brother Flipper comforts, is brave, and full of ideas for other interesting things to do.

Perhaps as high school students become aware that children's literature often presents stereotypes and unrealistic situations, they will begin to look for and choose books for children which realistically show the wide variety of experiences upon which children build images of themselves and their world.

Information on non-sexist children's literature can be obtained by sending a stamped self-addressed envelope to:

Lollipop Power, Inc.
P.O. Box 1171
Chapel Hill,
North Carolina 27514

OR

Feminists on Children's Media
P.O. Box 4315
Grand Central Station
New York, New York 10017

Choosing Child Care Facilities

Day care centers and group child care facilities have increasingly become a part of our modern life. Not too many years ago, children who were cared for at day care centers or other group child care facilities were considered semi-neglected by their mothers. Now day care is an accepted part of modern living. Most children are placed in child care facilities because of the employment of their mothers, but other situations such as illness or death of the mother, physical or mental handicaps, poor family relationships or inadequate living conditions may be other reasons for seeking child care facilities. Elizabeth Koontz, Former Director of the Women's Bureau, postulates that, "The need for child care will continue to increase in the decade ahead because of:

- a growing number of children aged 5 and younger;
- the accelerating trend in employment of mothers;
- increased emphasis on providing child care services for welfare mothers who desire to work; and
- widespread awareness that a child's early years are of crucial importance to his or her future."¹

But do parents know what constitutes a suitable child care facility? Will the present students in high school child development classes know how to select a child care facility when they are parents? What experiences are they having now which will prepare them to make such decisions? Will they know what questions to ask and what to look for when they visit a child care facility?

There are a variety of types of child care facilities, and different states have different licensing requirements. Children may be cared for in home day care facilities, non-profit day care centers, government subsidized centers, franchised-for-profit centers, and other private centers which may have specific educational purposes. Since licensing requirements vary tremendously from state to state, information from the local office of Children and Family Services could be provided so students can become familiar with local regulations.

There are three main types of day care programs. *Comprehensive day care* offers a broad range of educational, health and counseling services to children and their parents. Such programs are very expensive and most families can meet the needs of their children without the services included in comprehensive day care.

The other extreme in day care service is *custodial day care*, which basically provides only for the physical safety of the child. This type of day care includes no planned activities, and little opportunity for the development and growth of the child.

The most useful type of day care would seem to be *developmental day care* which goes beyond custodial day care in that it provides opportunities for the child's physical, social and intellectual development. The

¹Elizabeth Koontz, "Day Care Facts," Women's Bureau, U.S. Department of Labor, Pamphlet 16, Revised 1973, p. v.

child participates in planned educational and recreational activities under the supervision of a trained worker.

But knowing the various kinds and types of child care facilities and the licensing requirements for your particular state does not automatically help in evaluating the suitability of a facility for a particular child.

What is the first thing to look for when visiting a day care center? Atmosphere, says Elizabeth Price, day care center licensing representative for the Department of Children and Family Services, Champaign County, Illinois. Mrs. Price says, "The first thing we really evaluate is the atmosphere of the center. We look at the relationship between children and staff, and the number of staff members. If some of the very little children want to sit on a grandma-type lap or if they want to snuggle the whole time we are there, we know the children are not getting enough attention."

A number of questions can be asked about a child care center which can help parents evaluate a center's appropriateness for their child:

Are the teaching and activities appropriate to the development of your child?

Is the center bright and cheery?

Are materials displayed on walls at the children's eye level rather than on adult eye level?

Are equipment and toys readily available?

Does the staff help the children put the toys away?

Are the staff helpful and do they give directions that children can easily understand?

What kind of help is given for toilet training?

Are those still not toilet-trained properly cared for in this regard?

What kind of food is offered?

Are materials on display child-made or adult-made?

Do the children wash their hands before and after meals and after toilet?

Does the center have a doctor on call?

Is there a place for a sick child to rest?

Who does the majority of the talking in the room?

Are the children engaged only in group activities or is there opportunity for individual projects and interests?

Obviously, the above list of questions does not cover all the points which make a good day care center. In fact, no list of questions to be used as a basis for evaluation could ever be completely useful for everyone, because of varying expectations of the child care center. One parent may prefer a tightly structured, more disciplined kind of environment whereas another may prefer an open, more permissive atmosphere. Some parents may be very concerned with the type of creative activities the facility may provide, while other parents hope for activities which will promote cognitive development. One parent may feel it important for his child to interact with a variety of children different from himself, while others prefer their child to be in a basically homogeneous environment. Each of these different expectations reflects the values

of the parents, and these values must be taken into account as parents evaluate child care facilities.

As high school students become more sophisticated in understanding the needs of children, and have the opportunity to visit and observe a variety of child care situations (and participate in them, if possible) they will begin to formulate their own criteria and standards. Then when it comes time to choose a child care facility for their child or children, they will be able to make an intelligent choice, on the basis of their particular needs and values.

Education for Parenthood

In the fall of 1972, two agencies in the U.S. Department of Health, Education and Welfare launched a new program called Education for Parenthood. The Office of Child Development and the Office of Education cooperated to design a program to help teenagers prepare for parenthood by learning about child development and working with young children.

The plans for this program were formulated on the assumption that in many cases, teenagers are not prepared to cope with the problems involved in raising children today. W. Stanley Kruger, Special Programs Director, Bureau of Elementary and Secondary Education, Office of Education, notes, "For the most part, the common notion seems to be that the business of being a good parent is instinctive, that mother and father will in effect learn on the job, without guidance and without models to pattern themselves after. A good deal of evidence suggests, however, that one teenager's instinct may be another teenager's disaster, and that millions of young people need help. For example:

- * The national divorce rate for those married in their teens is 3 to 4 times higher than that of any other age group.
- * Among girls 17 and under, approximately 210,000 gave birth in the United States last year.
- * One in every ten 17-year-old girls in the country is a mother, and 16% of these girls have at least two children."¹

One major project within the Education for Parenthood Program has been the development of a curriculum on "Exploring Childhood." A grant was awarded to the Education Development Center, Cambridge, Massachusetts, to develop a comprehensive course on child development for students in grades 7 through 12. The course combines classroom instruction and practical experience working with young children at day care centers, Head Start Centers, nursery schools, or kindergartens. The course was field tested in seven public schools and community centers during the 1972-73 school year, and is being tested in 200 additional public schools during the 1973-74 school year.

¹W. Stanley Kruger, "Teaching Parenthood" (Washington: U.S. Government Printing Office, 1973), p. 1.

A Preview Package which contains a sample of course materials from the "Exploring Childhood" curriculum suggests that the program will be an exciting one for students. A variety of techniques is included, and emphasis is on the use of audio cassettes, films and specially prepared workbooks. The sample workbook pages which are reproduced in the Preview Package include observation forms, cartoon stories about happenings in child care situations, drawings and pictures from child care work stations, charts, checklists, and suggested projects and activities.

"Exploring Childhood" also contains an extensive teacher education component so that the teacher will understand and be able to work comfortably with the contents, concepts and pedagogical strategies of the program. A series of teacher seminar plans have been prepared, and a manual has been designed to help teachers and administrators set up "Exploring Childhood" courses in the schools. The Preview Packet contains a sample of these materials, and it appears that the teacher who uses "Exploring Childhood" will have a number of resources to draw upon for help or assistance.

The Parenting Education Program also contains two other major projects in addition to the curriculum development described above. The Office of Education and the Office of Child Development made a survey of other parenthood education curricula and materials now being used by schools. A report describing these programs can be obtained by writing to Mr. W. Stanley Kruger of the Office of Education. (Mr. Kruger's address is given below.)

The third project of the Parenting Education Program consists of programs by National Voluntary Organizations. Grants have been awarded to several voluntary youth-serving organizations. These organizations and their affiliates are promoting parenthood education among young people and are mounting a variety of demonstration programs for teenagers. The Office of Child Development estimates that more than 500,000 teenagers will participate in these projects during 1973.

The March-April 1973 issue of *Children Today* is a special issue focusing on Education for Parenthood. It describes various aspects of the program as well as the philosophical bases which underlie it. A copy of this issue of *Children Today* can be ordered for 65¢ from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

School systems, universities, educational organizations and educators who desire further information on the Education for Parenthood Program should write to W. Stanley Kruger, Education for Parenthood Project, Office of Education, Room 2181, 400 Maryland Avenue, S.W., Washington, D.C. 20202. Non-educational organizations and the general public should write to Sidney Rosendorf, Education for Parenthood Project, Division of Public Education, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.

Teaching Child Development Through Literature

Using literature or readings in family relations or child development classes is not a new technique, but a new book entitled *Child Development Through Literature*¹ might help make this technique an interesting and exciting one. The editors' intention in compiling this book was to infuse the study of child development with emotions as well as intellectual involvement. The book contains a variety of readings covering the major topics of Early Development, Personality Development, Emotional Development, Intellectual Development, Communication, The Meaning of Play, The Handicapped Child, Home Influences, School Influences, and Societal Influences. Each major section of the book is accompanied by an overall review of the topic, and the treatment of each subtopic includes a short essay which reviews information about that topic. Following each reading is a short passage which analyzes the selection and discussion questions which go beyond the specifics of the reading to begin to help students draw generalizations about children's behavior.

Many of the selections are written by such well-known authors as Aldous Huxley, Thomas Wolfe, Ernest Hemingway, John Updike and Richard Wright. Some of the articles are quite short and could almost be used in a classroom as case situations, while others are lengthy. There is no uniform reading level within the readings. For example, "The Dog" by Carol Reilly is written at the 6-7 grade reading level. On the other hand, "The Web and The Rock" by Thomas Wolfe would be suitable for advanced college students. While some of the selections are probably too difficult for high school students, a majority of the 35 readings would be at a reading level appropriate for most high school students.

This book would make a useful addition to the child development teacher's library. In addition to the readings which personalize and humanize the issues in child growth and development, the book contains other material which would aid in teaching child development. The introduction contains a section for the instructor which suggests various ways the material might be used. The topical essays provide background material which the teacher can use to supplement textbook readings. Each major topic also contains an extensive bibliography of references which may be useful to the teacher if she desires to read in depth on a specific topic.

¹Elliott D. Landau, Sherrie Landau Epstein and Ann Plaat Stone, eds., *Child Development Through Literature* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972).

ANNOTATED BIBLIOGRAPHY ON BIRTH CONTROL

Compiled by *Connie R. Sasse*

"A girl pregnant at age 16 has 90% of her life script written for her."

*Arthur Campbell, Deputy Director
Center for Population Research
National Institute of Child Health
and Development*

Whether teachers teach birth control methods to sexually active teenagers with the expectation that they have an immediate use for the knowledge, or teach it to teenagers who will use the information only within the marital relationship, the principle remains the same--if a person is aware of the various methods of controlling conception, he/she has the opportunity of choosing none, or the one that best suits his/her needs and values.

The following annotated bibliography on birth control has been included in this issue of the *Illinois Teacher* because of the relationship between birth control, family planning, and child development. A child who is planned for and wanted is more likely to grow up in a loving, supportive environment which will promote his physical, emotional, and intellectual growth than a child who is unplanned and unwanted. And isn't the healthy growth of happy children what child development is all about?

The following bibliographical entries are pamphlets and leaflets written at a reading level suitable for students. The list, which is not intended to be comprehensive or exhaustive, was compiled from references in the library at the Champaign County Planned Parenthood Office. The teacher may find the pamphlets useful as reference material during lessons on contraception and birth control methods, or may prefer to simply make them available to interested students. Reading levels were calculated using the Gunning Formula and are indicated by numbers in parentheses after each entry.

"A Woman's Guide to the Methods of Postponing or Preventing Pregnancy." Ortho Pharmaceutical Corporation, Raritan, New Jersey 08869, 31 pp., illustrated. (10-12)

Discusses the pill, the diaphragm, the vaginal spermicide methods, the IUD, and the rhythm method. Presentation is not slanted and no specific brand name product is mentioned. Information on the IUD and rhythm method is scanty.

"Babies Aren't Found Under a Cabbage Leaf," The Dean Rubber Company, 16th and Iron, North Kansas City, Missouri 64116, 5 pp. (11-12)

Describes birth control methods available by prescription (pill, IUD, diaphragm), those available without a prescription (condom, vaginal foams), "better than nothing" methods (creams and jellies,

rhythm, withdrawal) and permanent birth control methods (sterilization and abortion). Gives effective rates. Information is not slanted to product, although product brand name is on leaflet.

"Basics of Birth Control," Pamphlet #1253, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, 1972, 8 pp., 25¢. (10)

Gives birth control methods in chart form. Explains each method, its use, effectiveness, acceptability, tells where it can be obtained and its average cost. Chart allows for easy comparison of rhythm, condom, foam, diaphragm, IUD, pill and sterilization.

"Birth Control: All the Methods That Work--And the Ones That Don't," Pamphlet #1218, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, 1971, 16 pp., 25¢, illustrated. (11-12)

Divided into sections: The Methods That Work Best (pill, IUD, diaphragm, condom), The Methods That Work . . . Sometimes (foam, tablets, suppositories, withdrawal, rhythm), and The Methods That Don't Work (douche, coke, saran wrap, breast feeding, not lying down, etc.). This booklet also discusses abortion, sterilization, the once-a-month pill and the morning-after pill.

"Contraception," Chicago Area Planned Parenthood Association, 185 N. Wabash Avenue, Chicago, Illinois 61601, 14 pp., illustrated. (10-12)

Gives advantages, disadvantages and failure rates for pill, IUD, diaphragm, condom, foam, jelly, cream, rhythm, and withdrawal.

Gray, Marion Johnson and Roger W. Gray, "How To Take the Worry Out of Being Close," P.O. Box 2822, Oakland, California 94618, 32 pp., illustrated. (10-11)

Should appeal to teenagers with its zany headings--"24 Hour Protection" for the IUD, "Better Living Through Chemistry" for contraceptive foams, "Stretches Like You" for condoms, "No Deposit, No Return" for withdrawal, etc. Gives comprehensive information on the pill, discusses the relative merits of various brands of contraceptive foams, suggests further readings, and contains organizations and addresses to write for further information. The legal information on abortion is out of date. An excellent publication.

Guttmacher, Alan F., "The Doctor Talks About Birth Control: A Teenage Fact Book," Pamphlet #1014, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, 1969, 8 pp., 25¢, illustrated. (11-12)

Begins with a brief review of man's attempt to limit fertility historically. Stresses the role of contraception in achieving higher education, financial independence and stable marriage. Information on specific methods of birth control too brief to be much practical use.

"Modern Methods of Birth Control," Pamphlet #401, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, Revised 1972, 12 pp., 25¢, illustrated. (9-10)

A comprehensive survey of accepted birth control methods divided into "Doctor Methods," methods obtainable without a doctor, less

effective methods, and non-recommended methods. Contains a product list giving brand names of jellies, creams and vaginal foams which have been tested at the Margaret Sanger Research Bureau. Products are listed in rank order effectiveness against live human sperm.

"Questions and Answers About Intrauterine Devices," Pamphlet #771, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, Revised 1970, 8 pp., 25¢. (8-9)

The medical directors of Planned Parenthood answer questions frequently asked about the IUD.

"The Safe Period," Pamphlet #404, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, Revised 1965, 16 pp., 25¢, illustrated. (11-12)

Gives comprehensive information in using the rhythm method. It describes how to keep and use a cycle record, using the calendar record, the temperature method, the BBT chart, and other methods of predicting the safe period.

"To Be a Mother, To Be a Father," Pamphlet #590, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, Revised 1972, 24 pp., 25¢, illustrated. (7-8)

Simple explanation of human reproduction and birth control methods. Relies heavily on illustrations with simple sentences beneath. Information on birth control methods simple and non-specific.

"What Every Man Should Know About Birth Control," Pamphlet #1041, Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019, 1969, 16 pp., 25¢, illustrated. (8-10)

Informal, non-technical summary of birth control methods for men and women. Gives limited information on how each method works.

"What You Should Know About the Pill," American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610, Revised 1972, 4 pp. (11-12)

Discusses common reactions and side effects of taking the pill, gives information and rates on the blood clot problem associated with the pill, and gives other considerations in taking the pill. Stresses that oral contraceptives are drugs and need to be used with care under a doctor's direction. Pamphlet can be reproduced in unlimited quantities without special permission.

"Which Birth Control Method is Right for You?" The Emko Company, 7912 Manchester Street, St. Louis, Missouri 63143, 1972, 28 pp., illustrated. (11-12)

Gives information on how pregnancy occurs, how it can be prevented, available birth control methods, how they work, and their advantages and disadvantages. Includes a Question and Answer section. Two pages at the end of the booklet promote the firm's products, although basic information is not biased or slanted.

PAMPHLETS: A RESOURCE IN TEACHING CHILD DEVELOPMENT

The textbooks and reference books a child development teacher has as aids for instruction often seem inadequate for students' needs. Too often students are unable to read at grade level and references are unintelligible to them. Books themselves (and especially textbooks) often "turn-off" many students who find it difficult to be interested in anything labeled "book."

The use of booklets and pamphlets as reference/reading material may spark interest, allow for a variety of reading levels, and help students establish a habit of pamphlet reading which may be useful in later life. How often are adults called upon to read a textbook as compared to a pamphlet or booklet?

The following organizations have publication lists which are available free from the addresses given below. Each organization has materials available which are relevant to its specific audience, but all are interested in children and their care and education.

The Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

The publications of the ACEI include leaflets, bulletins, position papers and portfolios, which contain sets of leaflets relating to the portfolio topic. The publications fall into four categories: Creating Quality Environments, Helping Children Grow, Developing a Philosophy, and Putting Theory Into Practice. The catalog of publications also describes *Childhood Education*, the Journal of the Association, the Sampler Sets of ACEI Publications which are available, and the Umbrella Books, which are edited by the ACEI Literature Committee.

Child Study Association of America
50 Madison Avenue
New York, New York 10010

The 1973 publications list from the Child Study Association of America includes books and pamphlets which are listed under the following topical categories: Family Planning and Pregnancy, Infancy and Early Childhood, Parent-Child Relationships, Sex Education, Special Family Situations, Social Problems and the Family, Child Development, Professional Training and Techniques, Proceedings of CSAA Conferences, Booklists, and Children's Books.

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

NAEYC publishes a variety of books and pamphlets covering both philosophical and practical issues in early childhood education. Their book list contains books which give an overview of early childhood education, other books which explore the various approaches to such education (such as open education, Montessori, developmental-interaction, Piagetian, etc.), and others which

outline practical suggestions for preschool programs. The pamphlets focus on the nursery schools, with various pamphlets discussing the nursery school's purpose and benefits, and others describing how to choose a good school.

Office of Child Development
U.S. Department of Health, Education and Welfare
Washington, D.C. 20201

Publications of the Office of Child Development are available through the Superintendent of Documents, although the publications list and single free copies of certain publications (as noted in the publication list) can be obtained directly from the Office of Child Development. Each publication is listed under one of the following headings: For Parents, For Children and Teenagers, Project Head Start, Foreign Language, and For Professional and Civic Use. The publications list also contains subscription information about *Children Today*, the interdisciplinary journal written for professionals who serve children and published bi-monthly by the Children's Bureau.

Play Schools Association, Inc.
120 West 57th Street
New York, New York 10019

The publications published by the Play Schools Association, Inc. are intended to assist parents, teachers, and social workers to help children play creatively. They include materials to aid in conducting a play school as well as materials written to aid communication between children and adults. Specific helps for play-school operation include publications on music, play, science, puppets, and equipment.

ILLINOIS TEACHER OF HOME ECONOMICS

REACHING ALL MINORITIES THROUGH HOME ECONOMICS

EXPLORING CAREERS IN THE JUNIOR HIGH SCHOOL

APS: An Aid to Career Exploration -- <i>Betty Davis</i>	63
People, Places, Materials: Career Education Resources -- <i>Dr. Robert Eric Nelson</i>	72
Exploratory Self Tests -- <i>Ruth Harms</i>	76
Self Awareness Inventory	76
A Checklist About Me	79
Career Planning Exercises	83
My Future	85
Women and Work Inventory	86
Employability Rating Chart	91
Could I Get a Job?	93
Highway to Job Success--A Game -- <i>Karen Huettle</i>	98
Career Exploration Via Slides -- <i>Cheryl Myhra</i>	108
Personal Care and Related Occupations -- <i>Mary Murphy</i>	116
Charting a New Direction for Career Education	124

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FOREWORD

Junior high school teachers are too often a neglected segment in the field of home economics. They tend to be overlooked by their professional associations or else are allowed only fringe involvement in decision making. Although they reach great numbers of students in formative years, frequently they receive the leftovers in watered-down instructional materials. Their programs, in comparison to high school offerings, must be operated at near poverty levels because of minimal outside funding. In an attempt to give more than token attention to the needs of these teachers, this issue of ILLINOIS TEACHER is devoted entirely to resources suitable for grades seven to nine. Some of the materials are, however, usable at other levels, too.

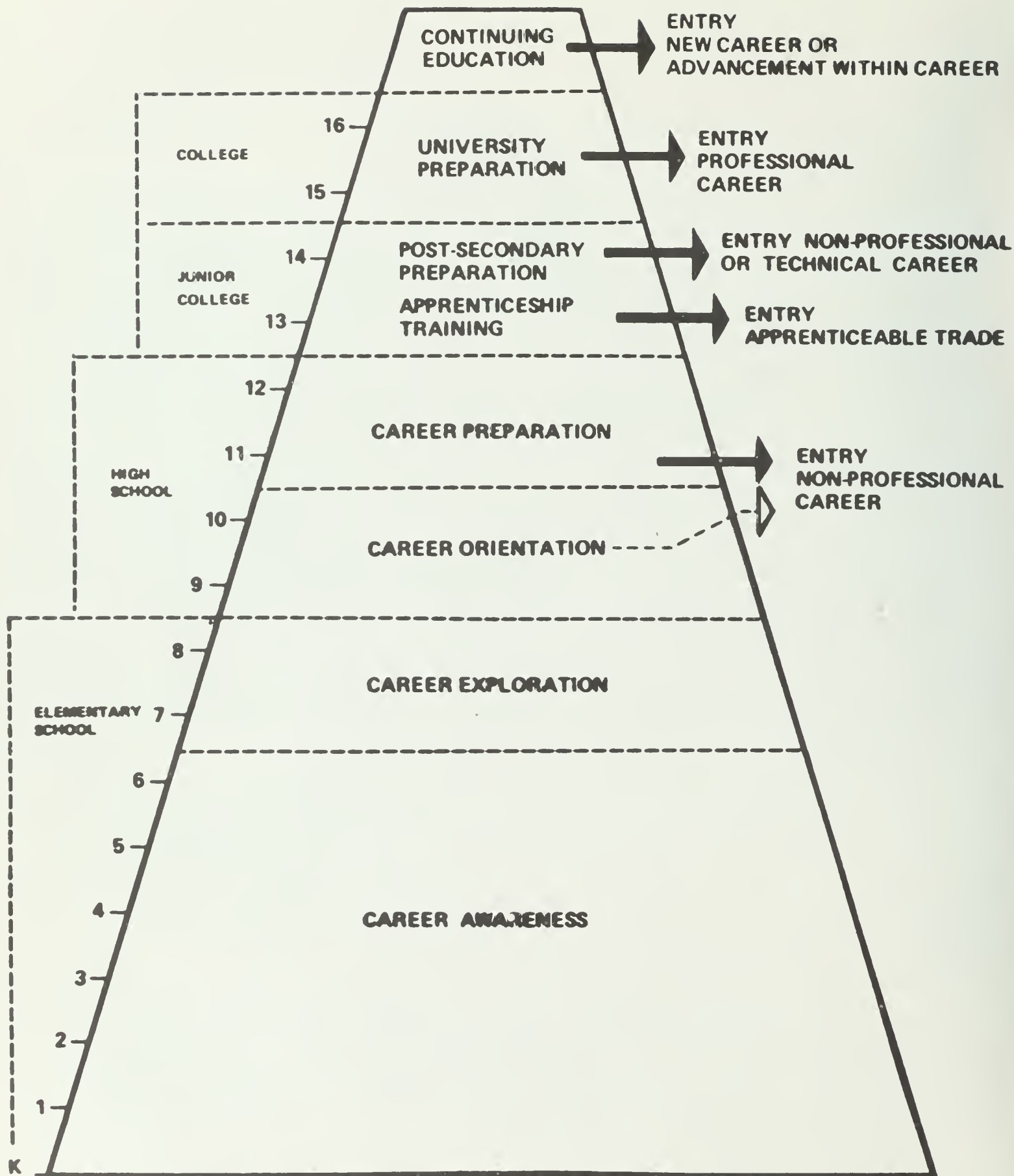
Instructional resources, geared to career exploration, are presented for junior high teachers to use as is or to adapt as they see fit. A written script on occupations needs only an assortment of slides to be ready for classroom use. A series of self-tests will assist in the achievement of affective objectives related to the importance of investigating careers and becoming employable. There are transparency masters, handouts, survey instruments, evaluation devices, and activity ideas from which to pick and choose.

Serving as guest editor of the ILLINOIS TEACHER has been like making a return visit to one's family, which has grown and prospered through the years. To participate momentarily in its functions is indeed a heartwarming experience.

Bessie Hackett
Home Economics Coordinator
and Associate Professor
Illinois State University
Normal, Illinois
Guest Editor for This Issue

We do INDEED consider Dr. Hackett as "family" for she not only received her doctorate in Vocational and Technical Education from the University of Illinois in 1970, but while here served as the ILLINOIS TEACHER's editor. Welcome back, Bessie. And for our readers, we hope you like our "new look" which we will be experimenting with this year. We'd appreciate hearing your reactions.

Hazel Taylor Spitze, Editor
Sue Summerville,
Assistant Editor



Career Education ILLINOIS MODEL

LAPS: An Aid to Career Exploration

According to the Illinois Career Education Model adopted by the Illinois Division of Vocational and Technical Education,¹ career education is an integral part of all education, K-12 and above. This model, diagrammed as a ladder, suggests that *CAREER EXPLORATION* be undertaken in the junior high school, grades seven and eight. Career exploration should go hand in hand with guidance functions which reveal to student and teachers what the student's individual interests and capabilities are. The main goal of this phase of career education is to enable the student to make a tentative career choice. The tools for making this decision include information about the student's own interests and abilities and facts about alternative careers which would fit in with these interests and abilities.

Betty Davis
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Home Economics
and Industrial
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Different students will need to explore different careers at different rates of speed and at different levels of cognitive sophistication. How can we possibly provide for all the individual differences at one time? Individualized instruction provides at least a partial answer. One method of individualizing instruction or learning is through the use of Learning Activity Packages. Teachers may be familiar with a similar type of learning package called HELPS (Home Economics Learning Packages) which are available through the American Home Economics Association.

Developing LAPs

In an article entitled, "Package Approach to Desired Outcomes in Career Education," Dr. Ralph Wray explains the procedure for developing Learning Activity Packages, sometimes called LAPs for brevity. LAPs are units of instruction which students complete individually at their own rates of speed and according to their abilities. There are typically five parts to a Learning Activity Package.

1. *Rationale.* Meant to motivate the student to complete the package; it must be short and easy for the student to read and understand. It tells the student why he should learn the material.
2. *Performance Objectives.* The objectives tell the student exactly what will have to be done, how well, and under what conditions in order to complete the package successfully.
3. *Self Test.* The student can choose to complete this in order to test present knowledge of the subject matter before engaging in any activities. If, by performance on the self test, the student is confident of meeting the objectives without further study, he can request a teacher evaluation. The self test and teacher evaluation are designed specifically to test the student's ability to meet the objectives of the package. Therefore, if the student's performance on the teacher evaluation shows that he can adequately meet the objectives, it is not necessary to continue. The student can exit from the package and go on to something else.

¹Division of Vocational and Technical Education, *An Aid for Planning Programs in Career Education* (Springfield, Ill.: State of Illinois, Board of Vocational Education and Rehabilitation), p. 3.

4. *Activities.* There should be a variety of activities which require different media, types of instruction, and levels of cognition. In this way, the student can choose those activities which best fit his abilities. When the student has completed enough activities to feel confident, the self test may be taken to check progress or the student may proceed directly to the teacher evaluation.
5. *Teacher Evaluation.* This is the final part of the LAP. If the student passes the evaluation, meeting the objectives, he exits from the package. Otherwise, the student is recycled to complete additional activities until the objectives are reached.

Advantages of LAPs

There are both advantages and disadvantages to using LAPs for career exploration in the junior high school. Some of the advantages are:

- Students can explore careers which fit their own interests and abilities. Thus, what they learn is meaningful, relevant, and applicable to them.
- Students have an opportunity to learn to work individually. They can be self-motivated and use initiative.
- Being able to choose the method of instruction and types of activities to engage in may make learning easier and achievement higher for the students.
- Students can learn at their own rate and level. Superior students and less capable students are not competing against each other and can each reach their own highest level of achievement.
- LAPs incorporate many opportunities for students to make decisions.

Disadvantages of LAPs

Some of the disadvantages to using LAPs for career exploration in the junior high school are:

- Developing LAPs requires a great deal of time, effort, and creativity of the teacher.
- Some students may not be self-motivated or responsible enough to engage in self-directed learning activities.
- Junior high school students are restricted in the types of activities which they can undertake. For example, they may not be able to engage in activities on their own which would require traveling more than a couple of blocks from their home or school.
- LAPs which make use of a variety of media (e.g., films, filmstrips, books, charts, records, tape recorders, cameras, etc.) can become quite expensive.

Sample LAP

A sample Learning Activity Package follows. Although it is designed to help students learn about the job of waiter or waitress, it could easily be revised for other job titles. Since the LAP is written for the student, readability at the junior high level is of great importance. With this in mind, wording has been kept simple, cartoons and sketches have been used to catch the eye, and lots of white space has

been incorporated. A teacher wishing to use this package would need to develop a study guide or list of pertinent questions to ensure that students recognize important points to remember when they do the activities. A final test or teacher evaluation instrument would also be required to complete the package.

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Division of Vocational and Technical Education. *An Aid for Planning Programs in Career Education*. Springfield, Illinois: State of Illinois, Board of Vocational Education and Rehabilitation. n.d.

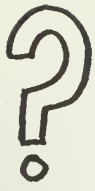
Encyclopedia of Careers and Vocational Guidance. Chicago: J. G. Ferguson Publishing Company. Vol. II, Revised Edition, 1972.

Wray, Dr. Ralph. "Package Approach to Desired Outcomes in Career Education." *Journal of Business Education*. Vol. 47. Jan., 1972.

AT YOUR SERVICE


Learning about the Job of Waitress or Waiter





Pep Talk

Have you ever wondered what waiters and waitresses do? If you have eaten in a restaurant, you have probably seen them in action.


Waitresses and waiters are pretty important in restaurants because they can make either a good or bad impression on customers. If customers like the waitress or waiter, they will come back again. This, of course, makes the restaurant owner happy. 

There is always a need for waiters and waitresses. If you have the skills needed for this type of work, you can usually find a job.

If you are interested in finding out more about the job of waiter or waitress, this package will help you.

Objectives

When you finish this package you will be able to:

1.  List and explain at least six duties of a waiter or waitress.
2. Describe the working conditions and the physical and personal requirements of a waiter or waitress.
3. Compare the requirements of the job of waiter or waitress with your own skills and interests and think about whether you would like to be a waiter or waitress.

**** Have fun learning about this job ****

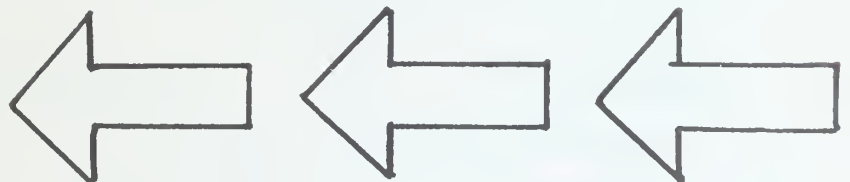
Now you must make a DECISION.

Here are your choices:

1. Take the self test to see how well you can meet the objectives without further study.

OR

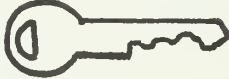
2. Go directly to the activities.

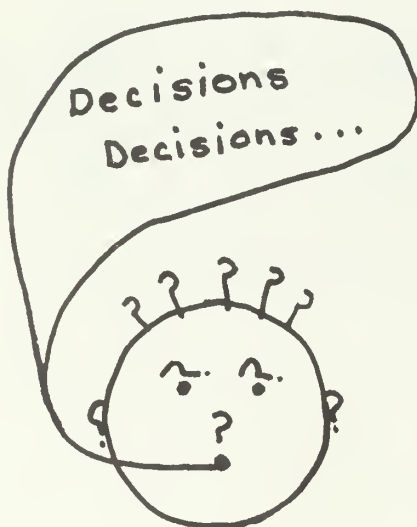


Self Test

(Please write your answers on a separate sheet of paper!)

1. What are the main duties of a waiter or waitress?
2. If you wanted to be a waitress or waiter, what courses in school might help to prepare you for this type of work?
3. If you were a restaurant owner, what physical and personal qualities would you look for in a person to hire as a waitress or waiter?
4. What advancement possibilities are there for waiters or waitresses? Can they be promoted to another job?
5. What qualifications do you have which would make a good waiter or waitress?
6. What qualifications do you need to acquire or improve in order to be a good waiter or waitress?
7. Would you like to work as a waitress or waiter? Why or why not?

Get the answer key  for the first four questions from your teacher. Talk with your teacher about your answers to the last three questions.




*** If you did well on the self test, you can ask for a teacher evaluation.

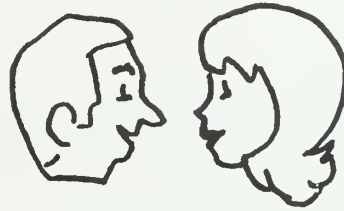
OR



*** If you did not do well on the self test, you should complete some of the activities.



Learning Activities



---Do as many activities as you need in order to meet the objectives of the package. Choose whichever activities you wish.

1. Using a form  which your teacher will give you, interview a waiter or waitress. Fill in the spaces on the interview form during your talk.



2.  Read about the job of waiter or waitress in the Encyclopedia of Careers or the Dictionary of Occupational Titles or other books your teacher has. Your teacher will show you how to use these books. Write a summary of the important facts. 

3. Visit two or three different restaurants  to see  what the waiters and waitresses do. Make a list of all the tasks which you see them perform. Do waiters and waitresses do the same things at different restaurants? What differences did you see?

4. With your teacher's help, arrange to see  one or two films or filmstrips  about waitresses and waiters. Write down the important things mentioned in the films or filmstrips about what waitresses and waiters do. Have you seen waiters and waitresses doing these things?

Teacher Evaluation

When you are sure you can meet the objectives of this package, talk with your teacher about completing one of the three types of evaluation activities described below.

1. Write a report about the job of waitress or waiter. Be sure to include all the information required in the objectives of the package.
2. Give an oral report to the class about the job of waitress or waiter. Be sure to include all the information required in the objectives of the package.
3. Take a written test which your teacher will give to you.

REFERENCES*

*Note - All the references listed except the third book and the film were taken from the *Learning Directory 1970-71, Instructional Materials Index*. New York: Westinghouse Learning Corporation, 1971. No authors were listed, some dates were not exact.

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- Correct Waitress*. Chicago: National Restaurant Association, 1969.
- Correct Waitress, The*. New York: Hayden Book Co., 1952.
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- Judy the Waitress*. New York: McGraw-Hill Book Company, prior to 1968.
- Nick the Waiter*. New York: McGraw-Hill Book Company, prior to 1968.
- There's Money in Waiting*. New York: Learning and Information, Inc., prior to 1969.
- Waiter--Waitress*. New Brunswick, N.J.: Rutgers University Curriculum Laboratory, 1968.

Film

- Texas State Department of Health, "Hash Slingin' to Food Handling," 20 min., Color, 16mm, Sound, n.d.

Sound Filmstrip

- "The Waitress." Jamaica, N.Y.: Eye Gate House, Inc., prior to 1970.

Filmstrips

1. Waiter Training Program. New York: Learning and Information, Inc. A series of 7 filmstrips, in color, 90 frames each. n.d.
Titles: "The Perfect Waiter Knows How to Sell"
"The Perfect Waiter Sets the Perfect Table"
"Serving the Perfect Meal I"
"Serving the Perfect Meal II"
"Serving the Perfect Meal III"
"The Well Rewarded Waiter I"
"The Well Rewarded Waiter II"
2. Waitress Training Program. New York: Learning and Information, Inc. A series of 9 filmstrips, in color, 90 frames each. n.d.
Titles: "The Art of Table Setting"
"Is Well Groomed"
"The Model Waitress as Saleslady"
"Serving Meals Graciously I"
"Serving Meals Graciously II"
"Serving Meals Graciously III"
"Serving Meals Graciously IV"
"Serving Meals Graciously V"
"Side Work and Special Problems"

PEOPLE, PLACES, MATERIALS:

CAREER EDUCATION RESOURCES

The career education concept appears to be gaining wide acceptance by educators throughout the country. Career education may be defined as:

. . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.¹

In many ways a career education approach to learning will humanize the curriculum. As students see how subject matter relates to career objectives, they will be more likely to accept the school as a meaningful part of their lives.

Teaching Career Concepts

Career education may be taught as a separate course, or career concepts may be integrated into the existing curriculum. However, career concepts can be an integral part of all teaching and may be viewed as the "organizing center" for all education.

By focusing on careers, instructors have a reference point for whatever subjects they are teaching. The content of their subjects will have new meaning when it is viewed in relation to career education. If a career education approach is used in the classroom, learning experiences will more likely challenge the basic needs, interests, and abilities of all students. Three of the most important career education resources available to teachers and students are people, places, and materials.

People and Places

The school, the community, and the home are essential components of a career education program. Each of these components can provide important resources for teaching career education. By emphasizing the relationships between these three components and careers, both teachers and students will be concerned with the career education program as "preparation for living," rather than just "preparation for earning a living."

Regardless of how large or how small the school, the community and the home can provide invaluable assistance to teachers in developing a meaningful career education program. By using the services of people and places outside the school, closer relationships will be established between the community, the home, and the school.

The following suggestions may provide teachers with ideas concerning the availability of people and places in the community to integrate career concepts into the courses they are teaching.

¹U.S. Office of Education, *Career Education: A Handbook for Implementation* (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, February, 1972), p. 8.

1. Many government agencies in the local community are more than willing to have groups of students visit their facilities. They also provide speakers and educational materials to the schools. These agencies want the general public to be informed of their services and the employment opportunities available in their agencies.

Teachers may want to obtain speakers and materials from agencies at all three levels of government. At the federal level, contact agencies such as the Social Security Administration, the Environmental Protection Agency, the district Federal Reserve Bank, the Interstate Commerce Commission, and the Food and Drug Administration. At the state level, contact agencies such as the Division of Vocational and Technical Education, the Highway Maintenance Department, the State Attorney General's Office, the Department of Mental Health, and the Department of Children and Family Services. At the local level, contact agencies such as the County Regional Planning Commission, the Department of Building and Zoning, and the Board of Education.

2. Parents, grandparents, and older brothers and sisters of students are excellent sources of information because of the many career-related experiences they have encountered.

It is important for students to understand that people have many choices to make during their lives. As people pass through the various stages in the family life cycle, they constantly change their life-style and their decision-making skills become more refined through experience. Family members need to discuss occupational information and also the other "activities of life" such as becoming employable, managing the dual role of homemaker and worker, hobbies, travel, and budgeting.

3. Local businesses are another resource for teachers. In addition to providing speakers, local businessmen may serve on advisory committees, provide store space for student displays, respond to career-related surveys, and assist students in locating part-time employment.

4. Many large corporations, which may or may not be located in the local community, usually provide classroom services through their public relations or education departments.

5. Public utilities, such as the gas company, electric company, and the telephone company are especially interested in promoting good community relations. They usually provide tours of their facilities, booklets, films, filmstrips, and speakers on a regular basis.

6. A list of career education resources may be obtained from community organizations such as the Chamber of Commerce, Kiwanis, and the Rotary Club. Contact these service organizations to assist you in developing a list of people and places available in the community which could be useful in teaching career education.

7. Teachers may want to work closely with the local office of the state employment service to organize a career education program. People from this agency are usually quite knowledgeable of local and regional employment conditions, employment trends, and other valuable employment data. Four basic services provided by the state employment service

include: (a) job information, (b) employment counseling, (c) job training referral, and (d) job placement.

8. School personnel are also excellent resources. Not only are they close at hand, but students should think of the school in terms of people rather than as just an institution. Ask the following personnel to explain their "work role" in the school: teachers of other subjects, custodians, cafeteria workers, office workers, and administrative personnel. One of the best sources of career information in the school is the guidance department.

By utilizing the people and places previously mentioned as career education resources, increased attention will be focused on the community and the individuals who fill the work roles important to the functioning of the community. An excellent way to inform teachers of the resources available in their community is for the school district to organize a Community Resources Workshop.² This type of workshop helps teachers to become aware of the community resources available and how to use these resources more effectively in their classrooms.

Workshop participants produce teaching materials to supplement the use of community resources. To foster a feeling of team work and cooperation, teachers from all subject matter areas are encouraged to attend.

Materials for Teaching Career Education

Recent research projects have focused on methods, techniques, and materials for teaching career education. Two cluster curriculum projects are being developed in Oregon and Illinois.

In Oregon, a study was conducted to analyze elements of hundreds of jobs with similar characteristics. These jobs were grouped into occupational clusters with similar entry-level requirements. Curriculum guides of interest to vocational teachers have been written for the various career education clusters which outline the basic skills and knowledge necessary for entry-level competencies.

In Illinois, the Division of Vocational and Technical Education sponsored a cluster curriculum project which divides occupations into the following five broad areas:

- a. Business, marketing, and management;
- b. Personal and public service;
- c. Health occupations;
- d. Industrial-oriented; and
- e. Applied biological and agricultural.

To a great extent, the cluster curriculum guides rely on the use of community resources to illustrate the various careers in the "world of work." The career education curriculum guides being developed in Illinois pertain to all occupational levels, whereas the Oregon guides pertain to entry-level positions.

Another career education research project in Illinois which relies

²Bertis E. Capehart, *Planning a Community Resources Workshop* (New York: American Iron and Steel Institute, 150 East Forty-second Street, n.d.).

heavily on the use of community resources, is the ABLE Model Program.³ To a great measure, the success of the ABLE project depends on the teacher's imaginative view of instruction. Elementary teachers are encouraged to "zero in" on the needs, interests, and abilities of individual students by focusing increased attention on the use of local community resources.

One of the most valuable resources for classroom teachers pertaining to occupational information is the *Occupational Outlook Handbook*. This handbook "provides teachers, counselors, parents, and students with occupational information on training and education requirements, employment opportunities, and the nature of the work."⁴

A recent publication *Manpower and Economic Education*⁵ provides information and materials for an economic education course written from the viewpoint of the individual and is intended to provide teachers with the means for improving the preparation of young people for effective participation in a changing economy. This publication consists of 75 separate lessons designed to help students develop an understanding of the economic process and the role of work. The lessons contain many student activities which show young people how they can enhance their future employability, earnings, and work satisfaction.

A preliminary report of a research and development project, *Business Office Occupations Student Training (BOOST)*,⁶ is an attempt to improve present programs in office occupations, especially those for students from lower economic levels. The following teaching units in this publication were designed to supplement the usual courses in business and office education, but they are also applicable to other subject matter areas: (a) understanding yourself, (b) knowing about the business community, and (c) entering the business community.

The belief that teachers are classroom managers rather than classroom lecturers is becoming more and more popular. A career education program which relies on the use of a variety of resources will have positive effects on classroom learning. Reliance on people and places is at the heart of the program, while emerging technology and career education materials should be used as supplementary resources for the program.

³Walter Wernick, *First Steps: Planning a Career Development Activity in Your Classroom*, ABLE Model Program, Northern Illinois University, DeKalb, Illinois, 1971.

⁴U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, 1972-73 edition, Bulletin 1700, p. 13.

⁵Robert Darcy and Phillip Powell, *Manpower and Economic Education* (New York: Joint Council on Economic Education, 1212 Avenue of the Americas, 1970).

⁶Harry Huffman, *Business and Office Education Student Training (BOOST)* (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, n.d.).

EXPLORATORY SELF TESTS

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EDITOR'S NOTE: *Mrs. Harms developed the following four self-assessment instruments, related to career exploration and orientation, while she was a graduate assistant in Vocational and Technical Education at the University of Illinois. These instruments were tested with eighth and ninth graders, and most of the students reacted positively. Typical comments were..."I think this test was really good because it made you think about your true self." "This test was made for people who are more interested in getting a job than I am. I see the point for other people, but not for me."*

Self Awareness Inventory

The student is the center of interest in this exercise which is planned to help students gain in self-awareness. Students are asked to respond to statements by indicating whether they strongly agree, agree, strongly disagree, disagree, or are uncertain. Values are assigned to different ratings of the students. High scores reveal predominantly positive feelings about self and low scores reflect negative feelings.

The inventory is written in simple language so that it is suitable for students with a wide range of abilities. It can be used by an individual or by a group. The inventory is intended to tap the student's own perceptions; therefore, it should be administered in a situation which discourages discussion until after it has been completed. Also, students will be more willing to give frank answers if privacy is assured.

Interpretation of Results

The results of the inventory are primarily for the use of the students and should be confidential. If the student is motivated to gain in self-knowledge and if the privacy of his responses is assured, results will be more meaningful. If the teacher wants access to results, names should be placed on papers. Results can provide useful information to teachers for understanding students. The data should be used in combination with all other available data concerning the students, including the direct observations of the teacher.

Individual students should have the option of discussing or not discussing their results with the teacher. Students should also be made aware of the option of talking with a counselor if some problem is pin-pointed that is more in the counselor domain than that of the teacher.

Items center around nine areas of self that might be of concern to students:

General self: Items 18, 19, 37, 54, 68, 69, 76, 78.

Social self--peer, other: Items 2, 17, 20, 36, 39, 53, 67, 70, 75.

Autonomy--self-governing or self-achieving: Items 3, 16, 21, 35, 40, 54, 66, 71.

School--academic: Items 4, 15, 22, 33, 41, 51, 57, 65.

Appearance, physical development, health: Items 5, 14, 23, 32, 50, 58, 63, 64, 72.

Special abilities: Items 6, 13, 24, 31, 43, 49, 59, 73.

Feelings and Emotions: Items 7, 12, 25, 30, 44, 48, 74.

Values: Items 8, 11, 26, 29, 45, 61.

Home, parents: Items 1, 9, 10, 27, 28, 46, 62, 77.

Students may want to have group discussions about some of these special areas of concern. Groups could be formed to discuss problems that are shared.

Results can indicate whether a person feels mainly positive or negative about himself. Also, attention can be focused on different areas of personal development and the satisfaction or dissatisfaction felt in these areas. Dissatisfactions can be starting points for personal improvement. Knowledge of satisfactions and strengths can help in life planning--educational, career, and personal.

Nearly all of the items are such that if the student is dissatisfied with how he rates, he can improve with help: i.e., "I am an interesting person to other people." If the student does not agree that he is interesting, and if he wishes he were, he could be helped to see how he might become more interesting.

An "undecided" score could be considered significant as well as a high or low score. A person "undecided" on many things may want help in learning to make decisions or in gaining knowledge about himself so that he can move out of the "undecided" area.

The student may ask, "Why is it important to 'know myself'?" Some reasons:

- Personal qualities are resources which people use in achieving goals.
- Many qualities a person possesses can be improved upon if the person is not satisfied with himself as he is.
- Knowing one's strengths and weaknesses and likes and dislikes can be helpful to a person in planning for the future, for example, in planning for school courses to take, for life after high school, and for personal improvement.

Students may wish to discuss the different items on the inventory and react to them as making up part of a person's "self." How are they significant? Students may think of other qualities that are important aspects of themselves. They may wish to construct their own inventory for self-analysis. Discussion could center around understanding yourself as you work with others (as you relate to family, friends, and class mates), the importance of understanding yourself on the job, and in selecting a job.

Students might be rated by others and then compare self-ratings with the ratings by others. Students need to learn that perceptions others have of them are not always what they would expect. Words and actions do not always accurately communicate what the person intends.

Individual conferences may be used to explore meanings of the self-ratings, ratings by others, and reasons for differences that might occur.

Scoring Guide

Response alternatives for positive items are weighted from 5 (most favorable response) to 1 (most unfavorable response). For negative items, these weights are reversed. The person's score is the sum of the weighted alternatives marked by him. High scores reflect positive self-attitudes.

Of more importance than high or low scores is the opportunity the inventory provides for expression of ideas and feelings of individuals. Examining the issues in order to fill out the inventory may bring into awareness some ideas and feelings not previously acknowledged or expressed. Or, it may provide opportunity to express ideas or feelings previously withheld.

The responses to item numbers 2, 4, 8, 10, 12, 13, 15, 16, 17, 19, 23, 24, 26, 29, 33, 34, 35, 39, 40, 42, 43, 44, 49, 50, 51, 55, 61, 62, 63, 64, 67, 68, 71, 73, 75, 77, 78 are assigned the following values:

Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

The responses to item numbers 1, 3, 5, 6, 7, 9, 11, 14, 18, 20, 21, 22, 25, 27, 28, 30, 31, 32, 36, 37, 38, 41, 45, 46, 47, 48, 52, 53, 54, 56, 57, 58, 59, 60, 65, 66, 69, 70, 72, 74, 76 are assigned the following values:

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

If the instrument is administered to a large group, the teacher may wish to use separate answer sheets and machine scoring.

A Checklist About Me

by Ruth Harms

This checklist is designed to help you think about yourself.

There are no right or wrong answers. Just tell how you really feel.

The information is mainly for your own use. You do not need to sign your name.

Directions:

Read each statement carefully and decide if it describes how you feel about yourself or the situation. You will agree with some statements and you will disagree with others. You may be undecided about some. To help you express how you feel about each statement, five possible answers have been placed after each statement. Mark the answer which most nearly tells how you feel about the statement. Work quickly but carefully. Do not spend too much time on any one statement. Be sure to mark one answer for each statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I get upset often at home.					
2. I am an interesting person to other people.					
3. It takes me a long time to get used to anything new.					
4. I do very well in school.					
5. I don't like the way I look.					
6. I am poor at most sports.					
7. I have trouble controlling my feelings.					
8. I have ambition to achieve to the very best of my ability.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. I usually feel as if my parents are picking on me.					
10. My parents understand me.					
11. If a friend were in trouble, I would probably drop him rather than get involved.					
12. I do not get really mad very often.					
13. I am a good artist.					
14. I seem to be tired a lot.					
15. I'm mostly happy in school.					
16. I handle most of my problems well.					
17. Most people are fair to me.					
18. I really don't like being a boy (or a girl).					
19. I am happy most of the time.					
20. I find it hard to get along with people.					
21. I don't finish most things that I start.					
22. I don't like to do individual projects.					
23. I am satisfied with my height and weight.					
24. I am good at musical things.					
25. I worry a lot.					
26. I always try to be fair.					
27. There are many times when I'd like to leave home.					
28. No one pays much attention to me at home.					
29. I try to do what I think is right.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
30. I am seldom at ease and relaxed.					
31. I am poor at speaking before a group.					
32. I wish my body were shaped differently.					
33. Teachers like me pretty well.					
34. Any money spent to further my education will be well spent as I want to get a job.					
35. I have good ideas.					
36. Most people are better liked than I am.					
37. I have a low opinion of myself.					
38. I feel helpless to handle many situations.					
39. I like to meet new people.					
40. I have lots of confidence in myself.					
41. I often get discouraged in school.					
42. I am strong.					
43. I solve problems quite easily.					
44. Criticism doesn't upset me if I feel I have tried to do my best.					
45. If I'm pretty sure I won't get caught, I'll copy if I don't know the answer.					
46. My parents expect too much of me.					
47. I always look out for myself first.					
48. I often feel guilty about my secret thoughts.					
49. Science is easy for me.					
50. I handle my body well in sports and games.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51. I usually understand a story the first time I read it.					
52. Someone always has to tell me what to do.					
53. I don't talk much at school activities.					
54. I can't be depended on.					
55. I don't get jealous easily.					
56. I like for someone else to take over and handle situations.					
57. I often have to be told more than once to do my school work.					
58. My clothes are not as nice as I'd like.					
59. I am poor at making things with my hands.					
60. I often act on the basis of feelings and emotions rather than reason.					
61. All citizens should participate in civic affairs.					
62. My parents usually consider my feelings.					
63. My hair usually looks nice.					
64. I am a healthy person.					
65. I find it hard to talk in front of the class.					
66. I give in very easily.					
67. Others will often follow my ideas.					
68. I'm pretty smart.					
69. I don't care what happens to me.					
70. I feel left out of things in class.					
71. I can make up my mind and stick to it.					
72. I wish I could do something about my skin.					
73. I can express myself well in writing.					
74. I am a nervous person.					
75. I want to be admired.					
76. I feel guilty if people think well of me for fear they would be disappointed if they knew what I was really like.					
77. My parents and I have a lot of fun together.					
78. I'm a helpful person.					

Career Planning Exercises

Girls are often ambivalent about the future. They usually wish to marry, and because of this some may think it unnecessary to prepare for employment. Stereotyped images of womanhood persist which may influence young girls to make unrealistic or vague plans for the future. If they do plan to work, employment is often expected to be part time or temporary; and consequently no serious thought is given to likes, dislikes, interests, and abilities. Employment is not thought of as a central or significant part of their life.

This type of planning or non-planning can have severe consequences since large numbers of women are being employed and the number is rapidly increasing. Many girls need to prepare for paid employment as well as for homemaking.

Recent United States Department of Labor statistics indicate that while the proportion of women in the labor force is continually increasing, the proportion of women in the professions is decreasing and the proportion in the low paying service occupations is increasing.

Before girls can make realistic choices for the future, they need accurate and up-to-date knowledge of society and their position in it.

My Future is a career planning exercise in consciousness raising. It is planned to help students think about themselves and their plans (or lack of plans) for the future. The *Women and Work Inventory* quizzes students about what women are doing in society today with the expectation that they will relate this information to their own situations. Some of the objectives to be achieved by use of these two instruments are:

The student will:

1. Understand the characteristics of women in the U.S. labor force and relate this knowledge to the student's own life as an adult.
2. Be stimulated to learn more about the status of women in a changing society.
3. Be more aware of women as employed persons.
4. Realize that employment in the future may be a reality for the student.
5. Take some action toward shaping (or managing) his future.
6. Make choices with more lasting satisfaction for continuation of education and for adult life.

My Future is written at a level that is easily read, but the content is suitable for all students. The device may be used with groups of learners or by an individual learner. It can be used as a planned part of a unit of study and/or be available for students in all classes to pick up when they have time in between other projects.

Suggestions for use:

Discussion could follow the use of the questionnaire, centering on the significance of each of the items for the students and on their reaction to the information. Questions such as the following might be considered: How many girls of this class expect to work at some point in their lives? How does this compare to the facts about what is expected for girls? Are nine out of ten girls

in the class expecting to work for pay at some time during their lifetime?

Becoming more conscious of the roles of men and women can be a continuing project. Students can be alerted to watch newspapers and magazines for articles telling of different activities and situations illustrating changing roles.

The statistics on which the questionnaire is based change rapidly. Students may wish to consult publications more recent than those cited as references for current facts. They may think of additional facts they would like to learn about the status of women. Facts also vary in different areas. Students may wish to learn the facts for the area in which they live.

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MY FUTURE¹

What would you like to be in your 5th, 10th and 15th year out of high school?

Directions: Read all items carefully. Then place a check after the one which most nearly describes what you would like to be in 5, 10, and 15 years. Put only one check in each column, that is, one under the 5, one under the 10, and one under the 15. You will have only three checks on the chart.

	in 5 yrs.	in 10 yrs.	15 yrs.
1. A housewife with no children.			
2. A housewife with one or more children.			
3. An unmarried career woman.			
4. A married career woman without children.			
5. A married career woman with children.			
6. Married student in continuing education.			
7. Unmarried student in continuing education.			
8. Right now I am not certain.			
9. Other (specify)			

What are you doing now to help you to be able to accomplish these things?

Are you planning with your parents, counselor, teachers?

Are you taking courses that will help you reach your goals?

Are you learning more about different jobs?

Are you learning about trade programs, jr. college, college?

What else?

¹Gilda F. Epstein and Arline L. Bronzaft, "Female Freshmen View Their Roles as Women," *Journal of Marriage and the Family*, Vol. 34, No. 4, November, 1972, p. 672. Adapted by Ruth Harms with permission.

WOMEN AND WORK INVENTORY

by Ruth Harms

Part One

Directions: Read each sentence carefully. Decide whether you think it is true or false. Circle "Yes" if you think the sentence is true. Circle "No" if you think the sentence is not true. Be sure to answer all items. If you don't know, guess.

In this inventory Mother refers to women with children under 18 years of age.

Workers refers to persons 16 years of age and over who are either employed or seeking work.

(Be sure to notice that some statements refer to all women who are in the work force and some statements refer to Mothers only.)

Circle Yes or No

- | | | | |
|-----|----|-----|--|
| Yes | No | 1. | Between 1940 and the present, the number of women who work outside the home in U.S. has more than doubled. |
| Yes | No | 2. | Unemployment rates of women and men are about the same. |
| Yes | No | 3. | The proportion of women in the less skilled and lower paid service occupations is increasing. |
| Yes | No | 4. | Of all workers unemployment is highest among teenage girls of minority races. |
| Yes | No | 5. | The number of employed men and women between ages 25 and 34 is about equal. |
| Yes | No | 6. | Nine out of ten girls work for pay at some time during their lives. |
| Yes | No | 7. | Most girls who are in high school now can expect to work for pay and have 30-35 years of employment after the youngest child has entered school. |
| Yes | No | 8. | The number of young workers in the labor force will remain about the same in the 1970's as it was in the 1960's. |
| Yes | No | 9. | In the 1970's, beginning workers will have more education than ever before. |
| Yes | No | 10. | The 1971 birth rate was the lowest ever recorded up to that time in U.S. history. |

Part Two

Directions: Read each statement carefully. Then read all of the possible answers which are listed below. Choose the one best response to complete the sentence or answer the question. Mark the letter in the space provided. If you don't know, guess.

- _____ 1. Of all mothers in the U.S., what part are working full time?
- A. 18 of every 100
 - B. 26 of every 100
 - C. 34 of every 100
 - D. 42 of every 100
 - E. 50 of every 100
- _____ 2. Some women are heads of families. This means there are children present in the home, but for some reason there is no husband or father living there. About how many working women in U.S. are heads of families?
- A. 5 of every 100
 - B. 10 of every 100
 - C. 15 of every 100
 - D. 20 of every 100
- _____ 3. Between 1940 and 1971 the number of women workers in U.S. with children under 18 years of age has _____.
- A. decreased
 - B. increased a little
 - C. increased at about the same rate as the number of women workers has increased (doubled)
 - D. multiplied 8 times
- _____ 4. Of the working mothers, about what part have children under six years of age?
- A. 1 of every 3
 - B. 1 of every 5
 - C. 1 of every 7
 - D. 1 of every 9
- _____ 5. What reason do most mothers with young children have for working?
- A. They are not satisfied to be just a homemaker.
 - B. They are looking for adventure.
 - C. They need money for family.
 - D. They are very aggressive.
 - E. They dislike housework.
 - F. They are seeking personal fulfillment.

- _____ 6. Which of these occupational areas employs the largest number of women?
- A. service workers (such as private household workers, waitresses, cooks, bartenders)
 - B. clerical workers (such as bookkeepers, typists, secretaries, other office machine operators)
 - C. operators or factory workers
 - D. professional and technical workers (such as teachers, medical and other health workers)
- _____ 7. It is expected that most young people of today will have to change occupations how many times during their lives?
- A. none
 - B. two or three times
 - C. four or five times
 - D. six or seven times
- _____ 8. About six of every ten women high school graduates with no additional training beyond high school will be employed as _____.
- A. machine operators or factory workers
 - B. clerical workers such as bookkeepers, secretaries, typists
 - C. sales workers such as retail sales, other sales
 - D. service workers such as food service, health service, protective service, personal service, cleaning service
- _____ 9. Of all the women who did not complete high school, about how many will be employed as clerical workers, that is, typists, bookkeepers, secretaries.
- A. less than 1 of every 5
 - B. 1 of every 5
 - C. 2 of every 5
 - D. 3 of every 5
- _____ 10. What kind of work do women who have not graduated from high school most often do? (Name two)
- _____
- A. sales work such as retail sales, other sales
 - B. clerical work such as bookkeepers, secretaries, typists
 - C. machine operator such as factory workers
 - D. service worker such as food service, health service, protective service, personal service, cleaning service

Answers and Information for the *Women and Work Inventory*

Part One

1. yes The number has grown from approximately 13,000,000 in 1940 to over 30,000,000 in the 1970 census (p. 358, *1970 Census of Population*).
2. no According to the U.S. Department of Labor Office of Information newsletter telling of the January, 1973, employment situation, the unemployment rate for adult men was 3.3 percent while that for adult women was 5.3 percent.
Unemployment rate for teen-agers for this same time was 14.3 percent (teen-agers are those ages 16 through 19).
3. yes The proportion of women in the less skilled and lower paid service occupations is increasing. Women were 59 percent of all service workers (except private household) in 1969 as compared to 40 percent in 1940 (p. 15, *Underutilization of Women Workers*).
4. yes Unemployment rate for minority race girls (age 16-19) was 27.7 percent in 1969. This compared to the following for other teen-agers:
minority race boys - 21.3 percent
white girls - 11.5 percent
white boys - 10.1 percent
(p. 19, *Underutilization of Women Workers*)
5. yes The U.S. Department of Labor reported, "The number of men and women between the ages of 25 and 34 in the work force has been roughly equal in the recent past and will continue to be in the future." This report also predicted that both the number and proportion of workers in this age group will increase while remaining approximately evenly divided between men and women (*Women and Work*, April, 1973).
6. yes This information was given in a recent publication of the Women's Bureau of the U.S. Department of Labor called "Twenty Facts on Women Workers." The 2-page fact sheet also tells of the number of women in the work force, why they work, unemployment rate, and their earnings (*Women and Work*, April, 1973).
7. yes The University of Illinois committee on the Status of Women included this information in a summary of data about women. The committee found that women students are enrolled in nearly every field of study and concluded, "Most women can expect to have a long career outside the home."
8. no This statement appeared in the 1972-73 edition of the *Occupational Outlook Handbook*. "The growth in the labor force is really a story of young men and women between 16-34 who will account for about four-fifths of the net increase in workers between 1970 and 1980" (p. 21).
9. yes According to a prediction in the *Occupational Outlook Handbook*, young workers will have more education on the average than new entrants to the labor force in previous years (p. 21).
10. yes Along with changes in life style there have been changes in attitudes towards family size. Census Bureau surveys taken in 1967 and 1972 demonstrate this change. The earlier survey found that the average number of births expected by wives 18 to 39 years old was 3.1. Five years later, wives in the same

age group expected to have, on the average, only 2.7 children. During the same period, the average number of births expected by wives 18 to 24 years dropped from 2.9 to 2.4. The proportion expecting two or fewer births rose from 44 to 70 percent.

The ability of women to control the size of their families is having a profound effect on the birth rate (births per 1,000 population), which in 1971 dropped to 17.2, lowest ever recorded in U.S. history (p. 10, *We the American Women*).

Part Two

1. D According to *Who Are the Working Mothers?*, a 1972 publication of the Women's Bureau of the U.S. Department of Labor, 42 percent of all mothers in the population work outside the home. (Mothers as used here, refers to women with children under 18 years of age.)
2. B About 1 out of 10 women workers were heads of families in 1971 (*Why Women Work*).
3. D The number of working mothers has increased eightfold between 1940 and 1971 while the number of women workers has just slightly more than doubled (*Who are the Working Mothers?*).
4. A More than 1 out of 3 working mothers have children under 6 years of age. In March 1971, 4.3 million working mothers had children under 6 years of age, and about half of these had children under 3 years of age (*Who are the Working Mothers?*).
5. C Most women in the labor force work because they or their families need the money. The majority of women do not have the option of working solely for personal fulfillment.
 These mothers were either widowed, divorced, or separated from their husbands or had husbands whose incomes in 1970 were below \$7,000 (*Who are the Working Mothers?*, *Underutilization of Women Workers*).
6. B Clerical workers made up the largest group of women workers in 1968 and also in 1970 (background facts on women workers, *Occupational Outlook Handbook*).
7. C "By 1975 . . . it is anticipated that every American is going to change job skills at least four times in a normal working life time (Pucinski, p. 37).
8. B Skill requirements are rising for clerical and other office jobs. Employers increasingly are demanding better trained workers to operate complicated machinery.
9. B More training is also becoming a requirement for sales work.
 The boy or girl who does not get adequate preparation
10. C & will find the going more difficult in the years ahead.
D Young people who have acquired a skill or good basic education will have a better chance for interesting work, good wages, and steady employment.

Facts for questions 8, 9, and 10 are from *Matching High School Graduates to Jobs* and *Occupational Outlook Handbook*.

Employability Rating Chart

This self-rating chart is designed to help students look at themselves in an evaluative manner relative to their employability. For some students employment will be a reality in the near future, and for others it may be a more remote goal. The concepts presented in the chart should be of value to both groups of students.

The chart is written in simple language so that it should be useful with students of all ability levels. It was prepared so that it may be used by individuals or by groups. Students are likely to be more self-reflective if they can work alone.

Some possible objectives to be achieved by using the chart:

The student will be:

- Acquainted with factors which contribute to being employable.
- Concerned about being employable.
- More self-aware and able to recognize own strengths and weaknesses in relation to employability.
- Aware that there is more to being employed than doing the work.
- Stimulated to learn more about employment.
- Receptive to and aware of employment significance of school courses.
- Aware that many facets of work behavior can be developed at school and home.
- Eager to be (or become) employable.
- More able to make choices with lasting satisfaction.

The chart presents opportunities for becoming aware of important facets of employment behavior. It could be useful as an introduction to an "orientation to employment" unit. It could also be used to emphasize the career aspect of a subject area. The student needs to integrate vocational information of various kinds with information about himself.

It might be helpful to use the chart near the time students are planning school courses for the next year or at other times when they are making decisions. Students might rate themselves at the beginning and end of the school year and check for progress. One especially important concept to emphasize with students is that they can work at becoming more employable right now. They do not have to wait until they want to go to work. The student who goes through high school unaware and later finds that he has to work and is unprepared to do so has not been served well.

Much of the information given in the employability rating chart is the kind that students will need to put on resumes. Realizing this early should encourage the student to develop skills and personal characteristics so that he is equipped to "sell himself."

Interpretation of Results

The score is interpreted for students. Teachers will want to supplement the interpretation. It is important that the students with low scores be helped to see areas in which they can improve and that they not be discouraged. Also, those who have high scores should be helped to identify additional goals. A high score does not mean that a job is assured. It does mean that the student (in his own estimation)

rates well on a number of the characteristics which employers desire.

Students may raise questions about whether some of the factors included should contribute to employability. Much of the information upon which the chart is based came from employers' responses to the question, "What do you consider most important when hiring?" Students should know that the chart is not based on what ought to determine employability, but rather it is based on what a group of employers stated as their criteria for determining who gets the job.

The students may suggest additional factors that are important for employability. They may disagree that the factors included are the most important. They may become curious and want to learn more about some of the issues raised, such as:

Why does it matter about how I look?

What difference does race make? How much difference?

Why is "Am I willing to move?" on the chart?

Students may wish to do a survey of employers in their areas and make their own rating chart of qualities desired. There are many projects that can be used to supplement the material used in the chart.

COULD I GET A JOB?

by Ruth Harms

Have you ever had a job? Have you ever tried to get one? Have you ever wondered if you could get a job? This chart is planned to help you get a picture of how employable you are. Different factors are listed which employers consider when hiring their workers. In order to find out how employable you are, read the instructions carefully and then fill out the chart.

Instructions:

On the left side of the chart, questions relating to employability are listed. Following each question are five possible answers. Read each question and the possible answers. Think about yourself in relation to the question. Circle the number in the space after the answer or answers true of you.

Some questions will be easier to answer than others. For instance, you know your age so the question about your age will be easy to answer. To answer other questions, you will have to think about yourself and decide whether or not the statement is true of you. Be as honest as you can. (Don't over-rate yourself but do give yourself credit where you deserve it.) The score that will be most helpful to you is the one that most truly describes you as you really are.

Questions one, two, three and four have only one possible correct answer. Questions five and six have several possible answers, but you only need to mark the highest level that is true of you or none if none is true of you. For the remaining questions you should mark each answer that is true of you--it could be all five categories, or none of them.

Sample item for questions 1-6.

What is your grade in school?	1 I am in grade 8	2 I am in grade 9	3 I am in grade 10	4 I am in grade 11	5 I am in grade 12	6 I am in grade 13	Sub- total
What is your grade in school?			3				3

If you are in grade ten, circle the number in the space after the statement as shown. Of course, if you are in another grade, mark in the space after that grade. If your grade is not given in any of the statements, do not mark any. Write the number that you circled (if any) in the space on the right side of the page under the heading "subtotal" as shown.

Work quickly, but carefully. Do not spend much time on any one statement. Be sure to read all the statements after each question and then mark according to directions. Have fun!

Mark the one answer which best describes you for questions 1, 2, 3 and 4 by circling the number in the box that follows the description.

Sub-
total

1. HOW OLD AM I?	Under 16	1	16 or 17	2	18 or 19	3	20 to 24	4	25 and over	5	
2. WHAT IS MY SEX? WHAT IS MY RACE?	Non-white female under age 20.	1	Non-white male under age 20.	2	White male or female under age 20.	3	Non-white female over age 20.	4	Non-white male or white female or white male all over 20.	5	
3. AM I PLANNING AND PREPARING FOR A CHANGING JOB MARKET?	I am in school but I have not completed my educational plans.	1	I am in school and have com- pleted planning my high school course, but I have not made any vocational plans.	2	I am interested in and am pre- paring for one kind of job.	3	I am interested in several kinds of jobs and I am preparing so that I qualify for more than one.	4	I am preparing for several re- lated occupa- tions or a "cluster" of occupations so that I will have a wide choice.	5	
4. AM I WILLING TO MOVE?	I want to live and work in my home town (or county).	1	I want to live and work in an area where my wife or husband can also work.	2	I want to live and work in my home state.	3	I would be will- ing to go to a nearby state to work.	4	I would be willing to go to any city, state or country to work.	5	

Mark the one highest level you have reached for questions 5 and 6.

5. WHAT EDUCATION OR TRAINING DO I HAVE?	I finished grade school.	1	I had 2 or 3 years of high school.	2	I graduated from high school.	3	I had special training beyond high school-- beauty school, junior college, technical school, other.	4	I graduated from college.	5	
6. WHAT WORK EXPERIENCE HAVE I HAD?	I have done volunteer work. (work without pay)	1	I have taken school courses related to the job I will seek.	2	I have had on- the-job training at school.	3	I have had a job and my former employer will recommend me.	4	I have had a job related to one I will seek and my former employer will recommend me.	5	

TOTAL

WHICH OF THESE FOODS DO YOU LIKE?	Orange	1 Milk	1 Cheese	①	Green Beans	1 Ice Cream	①	2
---	--------	--------	----------	---	-------------	-------------	---	---

For this question you should circle the numbers after the foods you like. You might circle all of the possible choices or none of them. If you like cheese and ice cream and do not like the other foods, you should mark as shown. If you don't like any of the foods, you should not mark any. Add the numbers that are circled and write this number at the right side of the page in the space under the heading "sub-total."

Mark each statement which is true of you for the remaining questions.

Mark each statement which is <u>true</u> of you for the remaining questions.										Sub- total
7. WHAT ACTIVITIES HAVE I TAKEN PART IN?	I am a member of a club.	1	I have done committee work for some organization.	1	I have been active in student government.	1	I have been a club officer.	1	I have been active in music, theater, or sports.	1
8. WHAT IS THE CONDITION OF MY HEALTH?	I am not pregnant.	1	My weight is near average for my age and height.	1	I do not often catch colds and other illnesses which keep me home.	1	I do not have a physical handicap that would affect me on a job.	1	I have excellent health and feel sure I could pass a physical.	1
9. WHAT IS MY APPEARANCE LIKE?	I am clean and have no unpleasant body or breath odor.	1	My clothing is neat and clean.	1	My hair is trimmed, clean and well-groomed.	1	I am careful to dress in manner appropriate for occasion.	1	I use makeup (if any) moderately and artfully.	1
10. WHAT SPECIAL ABILITIES OR SKILLS DO I HAVE?	I learn new things quickly.	1	I can express myself well when speaking.	1	I can express myself well in writing.	1	I have special ability in at least one area.	1	I can usually plan and organize work and carry it out on my own.	1
11. WHAT KIND OF ATTITUDES DO I HAVE?	I am willing to work at almost any time other than school hours.	1	I do not lose my temper even if someone is being unfair to me.	1	I would be willing to work for low pay and do less pleasant tasks to gain experience (if it is something I really want to do).	1	I feel that I should be willing to do my very best to please an employer.	1	I feel that I would be valuable to an employer.	1

12. WHICH OF THESE SPECIAL TRAITS DO I HAVE?	I am happy most of the time.	1	I get along well with most people --my co-workers, parents, school-mates and teachers.	1	I can accept criticism and learn from it.	1	I like new situations and can work well in them.	1	I often see things to do and do them without being told.	1	
13. HOW DEPENDABLE AM I?	I am nearly always on time.	1	I am nearly always present when I am supposed to be.	1	I can be trusted to work when the boss is not present.	1	I am careful with equipment.	1	I am strictly honest in what I say and do.	1	
14. WOULD I KNOW HOW TO GO ABOUT GETTING A JOB?	I know where to go to look for work.	1	I have filled out a real job application form.	1	I know someone who would recommend me.	1	I have had a job interview.	1	I know someone who would hire me.	1	
15. DO I KNOW SOMEONE WHO CAN HELP ME GET A JOB?	My friend or a friend of my parent.	1	A relative other than parent.	1	A teacher or counselor.	1	A previous or present employer.	1	Parent.	1	
16. WHAT IS MY SCHOOL RECORD?	I have a good attendance record.	1	I have had no serious discipline troubles in school.	1	I get along well with most students and teachers.	1	I know at least one teacher or counselor who would recommend me as trustworthy.	1	If asked about me, at least one counselor or teacher would say, "Yes I would hire this person."	1	
17. SPECIAL	I have a way to get to work.	1	I have a driver's license.	1	I don't drink or misuse drugs.	1	I have lived in this community most of my life.	1	Both of my parents work.	1	

TOTAL

Some Bonus Possibilities:

If you rate extra points circle them, add at the bottom, and write the bonus total in the space at the right of the page. Then you will be ready to add all points for your grand total!

1. IF I have a job I can add 5 points.
2. IF I plan to look for a job related to my future career I can add 2 points.
3. IF I am a veteran I can add 5 points.
4. IF I am persistent I can add extra points:
 - a. IF, when I don't hear from an employer soon after I apply, I will check back I can add. 1 point.
 - b. IF, when I don't get the first job I apply for, I will try for another one I can add. 1 point.
 - c. IF I will keep trying I can add 1 point.

Bonus Total

Explanation of Your Score:

40 or less - If you received a score in this range you would probably have some difficulty getting a job. Look over the chart. You might get ideas about some special problem areas in which you can make changes and increase your score. Also, be sure to notice where you did rate well. You can build upon your strengths!

41-47 You have some of the qualities that employers look for when hiring, but you might have some difficulty in getting a job. Study the chart for clues to ways in which you can become more employable. Ask yourself: Where can I make changes that will increase my employability? Be sure to notice where you rated well, too!

48-54 Your rating is about average for your age group. You might get a job, but if another person who rated higher also applied he might get it instead. You are becoming employable. Study the chart and pick out some of your strengths and weaknesses. Perhaps you can plan to make some changes which will increase your employability rating!

55-61 Your rating is good! You have a good start at developing the qualities that employers look for when hiring. Studying the chart can suggest where you might plan to make changes and rate even higher. You will also want to keep building in areas where you rate well!

62 or more Keep up the good work. Your employability rating is high! You have many of the qualities employers look for. Study the chart for clues about your strengths and weaknesses. Don't stop working.

Page 1 Total	_____
Page 2 Total	_____
Page 3 Total	_____
Bonus Total	_____
GRAND TOTAL	_____

HIGHWAY TO JOB SUCCESS-

A Game

a	b	c	d	e	f	g	h	i	j	k
---	---	---	---	---	---	---	---	---	---	---

Chance
Cards

n	o	p	q	r	s	t
m	Second Chance Cards					
l						

CONTENTS OF BOARD SQUARES

- | | | |
|--|---|--|
| a. You begin job hunting. | l. You fill out an application neatly and accurately.*8 | x. You know how to respond when interviewer says, "Tell me about yourself."*12 |
| b. You should consider your interests and abilities.*1 | m. You ask permission before using someone for a reference.*9 | y. Free |
| c. You told friends you're job hunting. | n. You fill out the application honestly. | z. You have an annoying mannerism. Go back 1 space.*13 |
| d. You check newspaper Want Ads daily.*2 | o. You miss 1 turn while waiting for an interview. | aa. You look up information about the company so you can ask intelligent questions. Go ahead 2.*14 |
| e. You are waiting for the right job to come to you. Go back 2 spaces. | p. Free | bb. Your first question was about salary. Go back 3. |
| f. You practice a skill necessary for a job.*3 | q. Second Chance | cc. Free |
| g. You list yourself with an employment agency.*4 | r. You hold a mock interview with a friend. | dd. You forgot to thank the interviewer when you left. Go back 1 space. |
| h. You understand the terms involved with the employment agency.*5 | s. You arrive for interview 10 minutes early. Go ahead 1 space. | ee. You follow up your interview with a brief thank you letter. |
| i. Chance | t. You pass the skill test given. | ff. You are waiting to hear about the job. |
| j. You are cautious when answering "blind ads."*6 | u. You introduce yourself to the interviewer.*10 | gg. Congratulations! You are offered the job. |
| k. You must make a resume but do not know what it should contain.*7 | v. You are a good listener during the interview. | |
| | w. Your dress is not appropriate for an interview. Go back 2 spaces.*11 | |

v	w	x	y	z	aa	bb	cc	dd	ee	ff	gg
---	---	---	---	---	----	----	----	----	----	----	----

Karen Huetle
Home Economics Teacher
Melvin-Sibley High School
Melvin, Illinois

The following instructional resource is designed to provide simulated experiences in how to find, apply, and interview for a job.

Game Board and Equipment

The game consists of a board with 33 even sized squares. In each square one task is described according to the order listed on *Contents of Board Squares* on the opposite page. One might cover the board with a clear self-adhesive paper to increase its wearability.

Dice, tokens of various designs for playing pieces, and two sets of *Chance* cards need to be supplied. Regular dice are used but "three" is the highest number one can roll. (This may be accomplished by having the "four" count as "one," "five" as "two," and "six" as "three." These instructions may be written on the blackboard to serve as a reminder to the players.) *Chance* cards should be cut and labeled with the appropriate description (see page 100).

The *Learning Exercises* for the squares with stars and the *Record Sheet* for the Personnel Director are described on pages 101-107. These pages are intended to serve as masters and may be reproduced in quantity. A telephone book and Want Ad section from a newspaper must be available to complete certain *Learning Exercises*.

Rules of Play

The board is placed on a large table. Two to six players can play the game and an additional student serves as Personnel Director. His job is to approve each *Learning Exercise* completed by a player before that player may move forward. The Personnel Director will also record the progress of each player on the *Record Sheet*. The *Chance* cards are stacked face down on the allotted spaces on the board.

Each player places a token on the corner square marked *You begin job hunting*. Moving clockwise, each player takes his turn tossing the die, moving the number of spaces shown on the die, and following the directions of each square upon which he lands. When a player lands on a square with a star, he completes the special *Learning Exercise* for that square. He then submits the exercise to the Personnel Director for approval before taking the next turn. If the Personnel Director does not give approval, the player revises the given *Learning Exercise* until it satisfies the Director. When a player lands on either *Chance* square he draws the top card of the correct stack, follows the instructions, and returns the card face down to the bottom of the stack.

When reaching the last few squares on the board, the player must toss the exact number corresponding to the squares remaining before moving. For example: If two squares remain and the player tosses a "three," he waits until his next turn to try for a "two." However, if two squares remain and the player tosses a "one," he may move one space, leaving one square for his next turn.

The winner is the one who completes the most squares with stars and reaches the *You are offered the job* square. In case of a tie, the player reaching the *You are offered the job* square first is the winner.

CHANCE CARDS

CHANCE

You have done volunteer work to gain experience; go ahead 1 space.

You got a job lead from a friend; go ahead 1.

Keep this card to bail you out of a forgotten resume.

The state employment agency has an interview for you; go ahead 1 space.

You constantly complain about not having job experience but you don't try to improve this; go back 2 spaces.

Advance to the nearest Free space.

Advance to the nearest square with a star and complete the Learning Exercise.

Go back to the nearest Free space.

Go back to the nearest square with a star and complete the Learning Exercise if not already completed.

SECOND CHANCE

You had car trouble but allowed ample time; go ahead 1 space.

You failed to secure the name of the interviewer; go back 1 space.

You forgot to bring your resume to interview; go back 2 spaces.

You slouched in your chair while being interviewed; go back 1 space.

You took a class in public speaking which helps you to maintain your composure; go ahead 1 space.

You are not well groomed for the interview. Your hair is messy and your hands are dirty; go back 2 spaces.

Give a reason for cancelling your interview. If it is approved by the P.D., you may stay where you are. If he does not approve your reason you must go back 3 spaces.

LEARNING EXERCISES

Directions:

As you land on a starred square of the game board, refer to these pages and complete the corresponding numbered exercise. After completing the exercise, give it to the Personnel Director for approval. If it does not meet his approval you must revise the exercise until it does receive approval.

*1. Check the items below which apply to your interests.

- _____ I like jobs that use my mind.
- _____ I like physical jobs where I can use my hands.
- _____ I prefer a standing job.
- _____ I prefer a job where I can sit.
- _____ I prefer heavy work.
- _____ I prefer light work.
- _____ I like to work with things.
- _____ I like to work with people.
- _____ I like to work inside.
- _____ I like to work outside.
- _____ I prefer to find a job near where I live.
- _____ I like to travel.
- _____ I like to do things on my own.
- _____ I like to be guided in my work.

*2. From the Want Ad section of the newspaper list 5 jobs which interest you.

*3. Check the items below which apply your abilities or skills.

_____ I can type.

_____ I can repair engines.

_____ I have worked in a library.

_____ I have had a paper route.

_____ I have worked in the local gas station.

_____ I can care for small children. I have been a babysitter.

_____ I make some of my clothes.

_____ I am active in sports.

_____ I work on the school newspaper.

_____ I have taken math courses in school.

_____ I have taken business courses in school.

_____ I have taken art courses in school.

*4. From the telephone book list 3 employment agencies you could contact.

*5. This is a sample contract to which you might agree if you enlisted the services of an employment agency. Read it and answer the questions at the bottom.

1. I, the undersigned applicant, request that _____ PERSONNEL SERVICE assist me in obtaining permanent employment.
2. The term "acceptance of position" as used in this agreement, shall mean the actual commencement of work and/or an agreement, verbal or otherwise, between myself and the employer, for me to commence work on a fixed date at an agreed remuneration. After I accept a position, I agree to pay the total service charge. I agree that should I accept a position and then fail to start work, to pay the total service charge. All placements shall be considered permanent.
3. For permanent employment which becomes temporary through no fault of my own, I understand that _____ PERSONNEL SERVICE will retain 10% of the service charge for each week employed, and will promptly refund any balance due provided that the total amount retained by _____ PERSONNEL SERVICE shall not be less than 20% of the service charge. However, by mutual agreement between myself and _____ PERSONNEL SERVICE, I may pay the full service charge for the position from which I am discharged and accept another position through and with the services of _____ PERSONNEL SERVICE with no additional service charge.
4. I understand and agree that I am not obligated to accept any position _____ PERSONNEL SERVICE refers me to. However, if I accept a position which _____ PERSONNEL SERVICE suggests or refers me to verbally or otherwise, I will have a definite obligation to _____ PERSONNEL SERVICE, for the total service charge as scheduled hereon.
5. In the event of my accepting any position offered to me by an employer as a result of information received from _____ PERSONNEL SERVICE within one year of such information even though it may not be the particular position originally discussed with _____ PERSONNEL SERVICE, I agree to pay the total service charge.
6. I understand that the total service charge is based on the income and schedule shown below, using one years projected gross income for the position which _____ PERSONNEL SERVICE, assists me in obtaining, regardless of the actual amount earned in the first twelve months after acceptance of position, and regardless how long I remain in the position.

Projected Gross Annual Earnings	Service Charge	Projected Gross Annual Earnings	Service Charge	Projected Gross Annual Earnings	Service Charge	Projected Gross Annual Earnings	Service Charge	Projected Gross Annual Earnings	Service Charge
\$1,300-\$1,599	\$113.22	\$3,640-\$3,899	\$335.47	\$5,980-\$6,239	\$628.89	\$ 8,320-\$ 8,579	\$ 872.48	\$11,000-\$11,999	\$1,319.89
1,600- 1,819	129.25	3,900- 4,159	358.59	6,240- 6,499	655.75	8,580- 8,839	899.81	12,000- 12,999	1,559.88
1,820- 2,079	148.26	4,160- 4,419	381.80	6,500- 6,769	683.67	8,840- 9,099	927.19	13,000- 13,999	1,819.87
2,080- 2,339	167.50	4,420- 4,679	418.61	6,770- 7,019	709.62	9,100- 9,359	954.62	14,000- 14,999	2,099.86
2,340- 2,599	186.68	4,680- 4,939	443.71	7,020- 7,279	736.64	9,360- 9,619	990.76	15,000- 15,999	2,399.85
2,600- 2,859	206.07	4,940- 5,199	468.51	7,280- 7,539	763.70	9,620- 9,879	1,027.42	16,000- 16,999	2,719.84
2,860- 3,119	227.47	5,200- 5,459	523.17	7,540- 7,799	790.82	9,880- 10,139	1,064.60	17,000- 17,999	3,059.83
3,120- 3,379	288.30	5,460- 5,719	553.64	7,800- 8,059	817.99	10,140- 10,399	1,102.29	18,000- 18,999	3,419.82
3,380- 3,639	311.79	5,720- 5,979	579.38	8,060- 8,319	845.21	10,400- 10,999	1,176.89	19,000- 19,999	3,799.81
								20,000 & over	4,000.00

THESE SERVICES CHARGES ARE FULLY DEDUCTIBLE FOR INCOME TAX PURPOSES

- a. YES NO If you accept a position and fail to begin work, will you be required to pay the total service charge?
- b. YES NO This employment agency referred you to the XYZ Company 9 months ago for a mail clerk job, but you didn't secure the position. Today you went back to XYZ on your own to see if any new openings had developed and secured a filing job. Will you be required to pay the employment agency the service charge?

- c. YES NO The service charge is based upon the projected gross monthly earnings, that is total amount before deductions.
- d. If your annual total salary is going to be \$5,230, what service charge would you pay? About what percentage of your total earnings would this be?

*6. As an employer, write a "blind ad" that you might list in a newspaper.

*7. Check four items a resume should include.

- _____ References
- _____ Abilities relating to the job
- _____ Hobbies
- _____ Favorite baseball team
- _____ Education level
- _____ Expected salary
- _____ Address and phone number
- _____ Desired working hours
- _____ Age

*8. Fill out the application. Answer every question that applies to you. If a question does not apply, you may draw a line through the space to show that you did not overlook the question. Read all the questions before starting.

Name _____

Date _____ Social Security Number _____

Address _____ Telephone _____

Position applied for _____ Birth date _____

Record of work experience: Last two positions minimum

Date of Employment From To	Name of Company	Type of Work	Reason for Leaving
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education: Name and location of school. Yrs. attended Grad. date

Height _____ Weight _____ Single _____

Married _____ Separated _____ Divorced _____

Were you ever employed by this company before? _____ When? _____

Signature _____

*9. Write the names of two people you could ask for a reference.

Identify their relationship to you.

*10. Introduce yourself orally to the person on your right.

*11. Check three aspects of proper dress for an interview from the following.

_____ Your shoes should be well shined.

_____ Your tennis or canvas shoes would be appropriate for an interview.

_____ Your party clothes would create a good impression.

_____ Your clothes should be of the latest fad.

_____ Your sports clothes would create a good, casual impression.

_____ Your clothes should be on the conservative side.

_____ Your hands and fingernails should be clean.

_____ Your hairdo should be of a conservative style.

*12. Respond to "Tell me about yourself" by orally explaining two things about yourself.

*13. Check three annoying mannerisms.

_____ Separating sentences with "ah" while regaining thoughts

_____ Varying talking speed

_____ Changing eye contact from floor to window to interviewer

_____ Speaking in a monotone

_____ Asking questions

_____ Keeping hands folded in lap

*14. Check two appropriate questions you could ask during an interview.

_____ How soon can I get a pay raise?

_____ What is the general philosophy of the business?

_____ Are there coffee breaks during the day?

_____ What holidays would I get off?

_____ What extra duties would be expected of me?

RECORD SHEET FOR PERSONNEL DIRECTOR

Directions: For each Learning Exercise completed by a player, place a check mark in the corresponding square under the name of each player.

Learning Exercise	Names of Prospective Employees					
*1						
*2						
*3						
*4						
*5						
*6						
*7						
*8						
*9						
*10						
*11						
*12						
*13						
*14						

CAREER EXPLORATION VIA SLIDES

In the junior high curriculum, career exploration is designed to give the student an insight into many careers within the world of work. This exploration of careers also provides an excellent opportunity for educators to break down some long-established job stereotypes. In addition, there is a need to develop favorable attitudes and values among students concerning future employment.

Ideally, the exploration period of career education should provide students with experiences through which they may observe many people in typical occupational surroundings. However, in many school situations, actually providing the student with the opportunity of seeing people at work is often difficult to arrange.

Time, money, and administrative red tape are critical problems facing many teachers who would like to provide their students with a variety of field experiences outside of the classroom. As transportation costs increase, the number of field trips available to the teacher will be limited. In addition, class length significantly limits the distance that may be traveled at a given time, and scheduling field trips to include more than one class period may cause conflicts with other classes. Large class size can decrease the effectiveness of field trips because of the space limitations at a job location. Even if conditions were ideal, it would be almost impossible to give the student even token exposure to the vast number of jobs available to him.

One solution to this dilemma is to allow the student to explore careers through reading. This may be a solution, but if the student has not had previous exposure to the potential jobs available in an area, he may be confused as to where to begin his reading. He will probably begin with those jobs most familiar to him, thus eliminating many promising careers. Career educators have the challenge to open new horizons.

Bringing the world of work into the classroom may be facilitated by means of a teacher-prepared slide presentation. Such a slide set has several advantages:

- It gives the student, within a single classroom, exposure to a wide number of careers in a short amount of time.
- It makes a job seem more real to the student than if he had simply read about it.
- It may be easily expanded and rearranged to meet individual needs.
- It is easy to store and handle.
- It adds visual interest to the classroom instruction.

A brief commentary with each slide will give the student background information about aspects of the various careers such as personality characteristics, education needed, and working conditions associated with the occupational area. This exposure into a wide variety of careers will give the student some direction for further investigation into one specific career area which best suits his interests, aptitudes, and abilities.

Slide Preparation

The slide commentary and accompanying suggestions have been prepared to aid classroom teachers in the development and delivery of a visual introduction to careers. The suggested slide content is merely a guideline. It allows for the teacher's creativity in photography and may be revised according to individual circumstances. Teachers may wish to exclude some slides or include additional slides to meet the local job market. When preparing the slides to accompany the script, the following points should be kept in mind:

- Seek to break down established job stereotypes by photographing men and women in jobs unrelated to their sex (example: female bartender or male interior decorator).
- Let the slides show the worker actually doing a task in his career.
- Photograph in color; it adds interest and authenticity.
- Involve students in the preparation of the slides. Ask a co-op class to be responsible for taking pictures of careers at their places of employment.
- Take pictures of local students who are employed in various jobs.
- Record the commentary and add music and sound effects for added sophistication of the presentation.
- Group the slides according to the nature of work so that the student can see the levels of employment available.
- Use title slides or black slides as dividers and at the beginning and end of the presentation.

CAREER EXPLORATION VIA SLIDES

Slide Description (S)

Commentary (C)

- S1-Long shot of a person washing dishes in a kitchen environment.
C-Dishwashers assure the cleanliness of the dishes and utensils used in a restaurant.
- S2-Close-up of a person washing dishes. C-In order to prevent disease, the dishwasher must have knowledge of sanitation techniques and be able to apply them to his particular situation.
- S3-Person stacking dishes in container while clearing a table.
C-Busboys/girls are employed by restaurants to clear dishes from the tables and reset the tables with clean utensils. Their job is essential for the efficiency of the restaurant's operation.
- S4-Person setting table in a restaurant. C-Also, the experience provided gives valuable knowledge which would enable the busboy/girl to move into other positions within the food service industry.

- S5-Person slicing cake and placing it on a plate. C-Kitchen helpers serve as assistants to the cooks and do minor food preparation tasks. They also may be responsible for kitchen clean-up after the restaurant closes.
- S6-Person taking food order. C-For those wishing to enter the expanding field of food service, the position of waiter or waitress is available.
- S7-Person serving food in a restaurant. C-A neat appearance, a friendly personality, and a desire to please and be of service to the public are essential for success. Although the starting wage may be low, tips from satisfied customers will increase the income.
- S8-Person greeting guests, menu in hand. C-The restaurant host or hostess greets customers as they enter, seats them, and provides them with a menu.
- S9-Person taking money at cash register. C-The host or hostess may also be responsible for accepting payment from the customers, thus demanding a knowledge of math skills and the ability to make change accurately.
- S10-Person working with institutional size equipment. C-The art of cookery is as ancient as the history of man. Some of the most famous cooks and chefs have been men. Persons knowledgeable in quantity cookery methods and equipment will find excellent job opportunities in the future.
- S11-Close-up of person examining food in an oven. C-Much of the reputation of a restaurant is based on the skills and creativity of the chef.
- S12-Person decorating a wedding cake. C-A caterer may be self-employed in his home or be employed by a professional catering service. Some caterers may restrict their business to preparing wedding cakes and organizing receptions.
- S13-Person mixing a drink. C-Bartenders prepare and serve drinks in restaurants and cocktail lounges. Employment is restricted to persons meeting age requirements of the states in which they work.
- S14-Person working at a desk. C-Experience in food service or vocational and technical education may lead to management positions. This type of position requires that you assume responsibility for the financial and clerical duties as well as for the supervision of the employees.
- S15-Person putting on apron and chef's cap. C-A knowledge of all phases of the restaurant operation is essential. In case of employee's illness, the manager may have to fill in for the employee.
- S16-Two stockboys/girls; one pricing, one stocking shelves. C-The grocery store has become important as the supplier of all the food needs for the family. Each week, and sometimes more often, the shelves must be filled with newly arrived merchandise. The

stockboy/girl is also responsible for correctly pricing the items.

S17-Person operating a cash register. C-On-the-job training is available for the person desiring a job as a grocery checker. Accuracy and speed in the operation of the cash register is developed through actual experience.

S18-Person handing change to a customer. C-As in all jobs in which the public is being served, the grocery checker must have a pleasant personality.

S19-Person cutting meat. C-Meat arriving at the local grocery store must be cut and packaged by the meat cutter and his assistants before it is sold.

S20-Person lifting carcass of slaughtered animal. C-Although the job of meat cutter is not restricted to men, physical strength, coordination, and training in the use of power tools is needed.

S21-Person talking to deliveryman. C-Although education beyond high school is desirable, some supermarket managers are able to advance after experience in other supermarket jobs.

S22-Person listening to complaint of customer. C-The manager is responsible for ordering new items as they are needed in the store. In addition to hiring and supervising employees, he must also be available to satisfy complaints of his customers.

S23-Person making bed. C-Housekeepers and their assistants have the important duty of keeping the hotel or motel clean and neat. This work usually requires on-the-job training. The tasks performed require that the employee be in good physical condition.

S24-Person making reservations on computer equipment. C-The hotel or motel clerk helps to build good public relations for his place of employment by providing efficient and courteous service to the public. Efficiency in confirming reservations is an important part of the job.

S25-Person sitting at a desk in view of hotel or motel lobby.
C-The hotel or motel manager may be a graduate of a program in hotel administration, or he may have been promoted from other jobs within the hotel or motel. In some cases the manager may live at his place of work, thus making the facilities of the hotel or motel available to him and his family.

S26-Person hanging draperies. C-If you enjoy sewing, perhaps you would like to develop skills in curtain and drapery construction. People with such skills may be self-employed or work for interior decorating shops specializing in custom-made draperies.

S27-Person sewing at machine. C-Some drapery shops do not have a workroom at their places of business and hire individuals to make the draperies in their homes.

- S28-Person placing tacks in reupholstered chair. C-Skills in sewing and furniture refinishing and repair techniques can be useful as a part-time job carried on in the home or as a full-time employee of an upholstery shop.
- S29-Persons entering house with "For Sale" sign on lawn. C-Real estate agents help people make their most expensive purchase--a home. When showing families dwellings that are for sale, the real estate agent must have some knowledge of construction and design features.
- S30-Person placing sold sticker on "For Sale" sign. C-Real estate agents work on commission. They make money only when they make a sale.
- S31-Person conferring with client showing variety of samples. C-Interior decorating provides the opportunity for creativity to be expressed through planning and selecting furniture, draperies, floor coverings, wall coverings, and other decorations for customers.
- S32-Person measuring for hem. C-Tailors and dressmakers may actually construct custom-made garments for select customers, or they may be employed by retail stores to make alterations and repairs on garments sold to the public. A knowledge of fitting, construction, and fabrics is invaluable.
- S33-Person measuring yardage for customer. C-Stores selling fabric and sewing supplies need persons who have knowledge of fabrics and sewing skills to assist their customers in selections.
- S34-Person demonstrating sewing machine for customer. C-Some stores may also want their employees to be familiar with sewing machine operation so that they can demonstrate and sell machines.
- S35-Person unpacking and examining merchandise. C-Do you like to travel? Do you like excitement? If your answer is "yes" to both questions, perhaps you can meet the challenge of being a buyer. Buyers are responsible for selecting the items the store will sell. They are also responsible for marking down items which do not sell. A buyer's success is determined by his ability to select items which the public will buy.
- S36-Person working at industrial mangle. C-Hospitals, motels, and hotels employ people as laundry workers. It is the worker's responsibility to wash, dry, press, fold, or store all the linens used in the place of employment. Usually the worker is responsible for one of the many laundry duties. The skills needed to operate the industrial-size laundry equipment can be learned on the job.
- S37-Babysitter reading to children. C-The term private household worker applies to many jobs concerned with the home and/or its inhabitants. Babysitters, handymen or women and cleaning men or women are examples of persons working in this field.
- S38-Gardener trimming hedge. C-Many of these jobs are part-time in nature and require little formal education or training.

S39-Person doing house cleaning. C-Persons employed in the field of household work must have the ability to work without supervision, and they must be honest. They must be in good health and have the necessary household skills.

S40-Person setting hair. C-During the training for a career in beauty culture the student combines actual experience with classroom instruction. In addition to hair styling, the beautician may also give manicures, suggest cosmetic aids, and tint eyelashes and eyebrows.

S41-Mother and child walking toward day care center door. C-Increased participation by women in the labor force has resulted in demand for additional day care centers, places where pre-school children are cared for while their parents are working.

S42-Child development class members observing pre-school children. C-Experience as a child care aide may be gained through courses in child development and co-op work experience while in high school.

S43-Person supervising activity in day care center. C-Child care aides assist the pre-school teacher in caring for and providing educational experiences for young children. After five years of experience in some states, child care aides may open their own day care center.

S44-Person taking class attendance. S45-Person supervising recess. C-Teacher aides are para-professionals, people who do not have college degrees in teaching, but who have been taught basic skills needed to assist the teacher in her work. The aide handles clerical duties as well as supervises small groups of students.

S46-Long shot of classroom. C-Some teachers receive college degrees that enable them to teach students who have physical or mental problems. They are called special education teachers.

S47-Close-up of teacher working with handicapped child. C-The teacher of the handicapped may be specially trained to help blind, deaf, crippled, mentally retarded, or emotionally troubled students. Patience and understanding are extremely important qualities needed in this job.

S48-Elementary class doing art work. S49-Science experiment conducted by students. S50-Typing class. C-Elementary and high school teachers have the responsibility for establishing basic attitudes and skills which the student will need in his future career and family life.

S51-Teacher grading papers. C-Not all of the teacher's duties are in the classroom. Teachers also attend professional meetings and keep up to date.

S52-Person directing wheel chair patient in housekeeping tasks. C-Occupational therapy is "curing by doing." The therapists teach recreational and technical skills to disabled and handicapped patients. Occupational therapists also have assistants who teach specific skills.

S53-Social worker at desk talking to client. C-Social workers help individuals and families solve or adjust to problems. They sometimes counsel troubled individuals in their office.

S54-Person knocking at door of house. C-The social worker also makes home visits to check the progress a family is making toward a solution to its problems.

S55-Person instructing assistants. C-Extension home economists are responsible for keeping adults informed about current developments in areas related to home and family life (food buying, clothing purchases, child care).

S56-Assistant instructing homemaker. C-Assistants work with the home economist to help improve homemaking skills of persons in their own communities through one-to-one instruction.

S57-Expired parking meter. S58-Ticket being placed on car.
C-The police force in most cities employs meter maids whose duty it is to ticket improperly or overtime parked cars.

S59-Person writing information at scene of an accident. C-Policework is often dangerous and can involve unpleasant duties. It often requires exposure to unpleasant aspects of life.

S60-Person demonstrating self-defense. C-Persons desiring this type of work must meet physical requirements and have a knowledge of fire-arms, first aid, and self-defense tactics.

S61-Person inspecting wiring in a building. C-To make cities safer places in which to live, building inspectors visit all new and existing buildings to see if they meet safety and health regulations.

S62-Person placing seals on window of new building. C-New construction which passes various inspections may have multi-colored stickers on the windows.

S63-Persons looking at blueprints. C-A concern for the environment and a talent for drawing are qualities of an urban planner. This career is concerned with making cities more attractive and more capable of meeting the needs of residents.

S64-Person working with the aged on a crafts project. C-Recreational leaders are employed to direct adults and children in leisure time activities. Opportunities range from working in a summer camp for boys or girls to teaching arts and crafts to the aged in a nursing home.

S65-Person looking at several books. C-The librarian must know the community the library serves and must then select and maintain books which would be of interest to the local readers.

S66-Person checking out books. S67-Person helping child with card catalog.
C-Librarians need assistants to help with checking out, repairing, and shelving books as well as assisting readers in finding books.

- S68-Nurse conducting training session for nurse aides. C-Training for the position of nurse aide is most likely obtained while on the job.
- S69-Aide bringing water to a patient. C-Aides may be assigned to watch over patients, run errands, and assist other nursing personnel.
- S70-Candy Striper pushing patient in wheel chair. C-Students may get first-hand experience in the health field through hospital volunteer programs.
- S71-L.P.N. taking blood pressure. C-Licensed practical nurses complete 1-1½ years of training after high school. The L.P.N.'s duties include checking temperature and blood pressure, administering medication, and assuring the comfort of the patient.
- S72-Person administering mouth to mouth resuscitation. C-Fire department rescue squads are in need of persons with special training in emergency medical procedures. These emergency technicians administer lifesaving measures at the scene of accidents and disasters.
- S73-Nurse weighing small child. C-Private homes, physician's offices, business firms, school and public health departments--all employ registered nurses. Registered nurses train for 2-4 years after high school.
- S74-Nurse inserting I.V. solution. C-Many nursing duties are routine, but when emergencies arise, a nurse must be calm and efficient. Men and women desiring careers in nursing need cheerful personalities since many of their patients will be depressed and irritable.
- S75-Dietitian discussing menu with patient. C-A dietitian assures the proper nutrition of individuals by planning meals according to special needs. Prospective dietitians should have an interest in food, science, and people.

Career opportunities in personal and public services are expected to expand within the next decades. Not only will new jobs become available, but job satisfaction is likely to increase for workers with improved working conditions, higher pay, and more leisure time.

PERSONAL CARE AND RELATED OCCUPATIONS

Mary Murphy
Home Economics Teacher
Junior High School
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With the trend toward career exploration in the junior high school, the home economics teacher may find need to revise her curriculum. One way of including career exploration in the curriculum is to integrate careers with units already taught--personal care, for example. By combining a personal care unit with related careers, students will learn about personal grooming and also have an opportunity to explore some occupations available in this area.

Suggested Outline

1. With the aid of an interview form, the students will interview a worker involved in a personal care related occupation. Using the interview, the student will prepare a five-minute oral report to be given at a time assigned by the teacher.
2. After having examined several personal care occupations, the students will choose five occupations that are suitable to their abilities and interests. The students will write at least one paragraph about each occupation. The paragraph should describe the major duties, the education required, and and the worker's characteristics.
3. Given a list of 23 personal care occupations, the students must write the main duty performed by a worker in at least 18 of the listed occupations.
4. From the range of 23 personal care occupations, students will select one occupation and write a pamphlet explaining the duties and the education needed for the occupation. The students will also prepare a poster using magazine pictures, photographs, or drawings to explain the duties of the selected occupation.

Learning Activities

A pretest can be used to introduce the unit and acquaint the students with personal care occupations. Such a pretest can assess the knowledge the students already have. The pretest can also provide a means of discussion when the class reviews the test with the teacher. A sample pretest is included on pages 120-121.

After a pretest, personal care service occupations are studied. As these careers are examined, the teacher needs to emphasize that all occupations have merit in society. Students should not be led to think that only professional levels are acceptable as career goals. Emphasis should be put on the entry level occupations. Students need to understand the importance of all jobs and that the occupation they choose has an important function in the economy.

Examples of Personal Care Occupations and Education Required

Less than one year of preparation in high school or on the job:

1. First-aid attendant
2. Nursemaid

3. Cosmetic demonstrator
4. Cosmetic and toiletries salesperson
5. Hospital attendant
6. Nurse aide

Two or less years of preparation beyond high school:

1. Cosmetologist
2. Manicurist
3. Wig dresser
4. Barber
5. Dental hygienist
6. Practical nurse
7. Fashion model

Three or four years of preparation beyond high school:

1. Dietitian
2. Registered nurse
3. Dental assistant
4. Medical assistant
5. Medical technologist

More than four years of college:

1. Optometrist
2. Podiatrist
3. Chiropractor
4. Dermatologist
5. Dentist

As these occupations are studied, a brief explanation of the duties of each needs to be given. In order to keep the unit related to personal care, the relationship of each occupation to personal care should be discussed.

Field Trips

Actually visiting places of employment can aid in the understanding of an occupation. Some suggested field trips are to a beauty college, a cosmetics store, and a hospital or clinic. So that the students will carefully examine the occupational opportunities in their own community, a field trip questionnaire is included on page 122. Each student fills out a questionnaire at the conclusion of each field trip.

Resource People

Guest speakers from the community can be invited into the classroom to explain the duties of their occupations. A question-answer session at the end of the speaker's presentation would provide a valuable way for students to learn about the occupations presented. Some possible guest speakers include: a cosmetic salesperson, a nurse, a dental hygienist, a chiropractor, an optometrist, or a dermatologist.

Student Investigations of Careers

Each student chooses an occupation and interviews someone in that occupation. An interview form is shown on page 123. The students may

PERSONAL CARE AND RELATED CAREERS

GOOD GROOMING IS:

Clear skin
Glossy hair
Good teeth
Pretty nails
Bright eyes
Good posture
Clean, neat clothes

POSSIBLE CAREERS:

Beauty operator
Barber
Nurse aide
Cosmetics salesperson
Fashion model
Medical technologist
Dental hygienist
First-aid attendant

CHOOSING A CAREER:

Examine interests
Examine abilities
Look at physical, social and
emotional characteristics
Evaluate personality
Consider likes
Interview workers
Explore careers



CHOOSING A CAREER TAKES
THOUGHT AND PLANNING

add questions to this interview form as it is discussed in class. The completed interviews can be shared with the class so that all students gain insight into the occupations explored.

Visual Aid

To aid in relating the occupations to the personal care unit, a suggested transparency has been included on the opposite page. The first "thought cloud" for discussion is an explanation of good grooming. The students may want to add other factors they feel are important to good grooming.

The second "thought cloud" for discussion is the one listing possible personal care occupations. Discussion questions might include: How are these occupations related to personal care? What are the duties of each of these occupations? What are other personal care related careers?

The third "thought cloud" provides facts concerning choosing a career which will require additional explanation by the teacher. This "thought cloud" could lead to activities such as a personality test or an evaluation of interests.

Evaluation

1. As an evaluation experience, small groups of students may work together to prepare posters and handouts containing information they learned from exploring the personal care occupations. These posters and handouts could be put on display in the school for others to read.

2. As another evaluation experience, students may have a mock interview with the teacher. The students will be well groomed as they would be for a personal interview. Each student could be rated on his personal appearance by the other class members. During the interview, each student will answer questions about his chosen career.

PRETEST ON PERSONAL CARE OCCUPATIONS

1. I think good grooming means: _____

2. There are many people in occupations that can help with an individual's personal care. Name five careers related to personal care and tell why each one is related to grooming.

Career	How related to grooming
(1) _____	_____
(2) _____	_____
(3) _____	_____
(4) _____	_____
(5) _____	_____

Put the letter of the correct answer to each of the following questions in the blank to the left of the question.

_____ 3. Which of the following requires the shortest period of preparation?

- A. Nurse aide
- B. Registered nurse
- C. Dentist

_____ 4. Poise, a neat and attractive appearance, salesmanship, and acting ability are important qualifications of a

- A. First-aid attendant
- B. Cosmetic factory employee
- C. Fashion model

_____ 5. What is a more common name for a cosmetologist?

- A. Barber
- B. Nurse
- C. Beauty operator

- _____ 6. What is the name of a person whose job includes doing laboratory tests, such as blood tests, in a hospital laboratory?
- A. Nurse aide
 - B. Dental hygienist
 - C. Medical technologist
- _____ 7. Which person plans the meals for hospitals?
- A. Nurse aide
 - B. Dietitian
 - C. Hospital attendant
- _____ 8. If you were having a blemish problem, which of the following professionals would be of the most help to you?
- A. Optometrist
 - B. Podiatrist
 - C. Dermatologist
- _____ 9. Who would be the best person to ask about proper care of your teeth?
- A. Cosmetologist
 - B. Dental hygienist
 - C. Chiropractor
- _____ 10. Which of the following professionals examines eyes and prescribes glasses?
- A. Optometrist
 - B. Podiatrist
 - C. Medical technologist

FIELD TRIP OBSERVATION SHEET

Field trip to: _____

Occupation(s) observed: _____

1. What tasks were being performed? What other duties are involved in this type of work? _____

2. What equipment, materials, tools, and machines were used in this type of work? _____

3. What were the working hours? _____
4. Did the workers stand or sit? _____
5. Were there any hazards to the health or safety of a worker? _____
If there were hazards, what were they? _____

6. What general education was required for this occupation? _____

7. What special training or education was required? _____

8. What job experience was needed to start in this career? _____

9. What was the average annual income for a beginning worker? _____

10. How does this occupation help the people in our community? _____

11. What personality traits would be most desirable for this career?

12. List at least four advantages and four disadvantages of this occupation.

Advantages

Disadvantages

1.

2.

3.

4.

INTERVIEW FORM

Person interviewed: _____

Occupation: _____

1. Why did you choose this occupation? _____

2. What special education or training did you need to enter this occupation? _____

3. Did you take a special examination or did you need a license before starting this occupation? _____

4. Did you need to purchase special equipment for your occupation when you started work? _____ What equipment or tools do you use?

5. What are your duties during a typical day? _____

6. What hours do you work each day? How many days of the week do you work? _____
7. What personality traits do you feel a person should have in your occupation? _____

8. What is the average salary for a beginner in this occupation? _____
9. What do you feel are the advantages and disadvantages of your occupation? _____

CHARTING A NEW DIRECTION FOR CAREER EDUCATION

Based on the need to make the junior high home economics program relevant to students from all socioeconomic levels and to provide viable career information for such students, the Cincinnati, Ohio, school system in conjunction with McKnight Publishing Company, Bloomington, Illinois, are developing six completely new curriculums in the areas of child care, hospitality, foods, textiles, health care, and interior design for students 12 to 16 years of age.

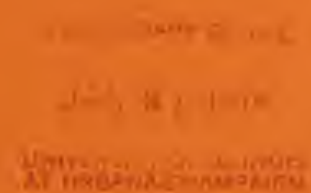
In each curriculum area, sample enterprises were selected for further study. For example, in the child care curriculum, the sample enterprises of kindergarten, nursery, elementary school, programs for handicapped children, day care center, adoption agency, child welfare agency, hospital, and clinic were selected. The curriculum was then structured so students experience the language, skills, and environment of each sample child care enterprise and thereby gain valuable career information.

The curriculum ideas for each area are tested in Cincinnati, revised, and then printed in paperback texts, student activity manuals, teacher's guides, etc. Then the materials are ready for extensive field testing on the national level. This year *Exploring Careers in Child Care* is being field tested in approximately 84 sites in eight states: Arizona; Illinois; Indiana; Massachusetts; Cincinnati, Ohio; New Orleans, Louisiana; New York City; Wichita, Kansas.

If you are interested in (a) observing a field test site near you, (b) being a field test site for a different curriculum next year, or (c) analyzing field test material, please write to

Cheri Brueggemann
P.O. Box 854
Bloomington, Illinois 61701

and request the information you desire.



ILLINOIS TEACHER OF HOME ECONOMICS

REACHING ALL MINORITIES THROUGH HOME ECONOMICS

BETTER HEALTH THROUGH BETTER NUTRITION

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FOREWORD

This issue of *Illinois Teacher* once again emphasizes nutrition education. Two nutritionists have contributed materials: Dr. Robert Reber supplied the information and research for the article, "Get Your Money's Worth From Protein," which extends our understanding of protein quality in foods; and Dr. Esther Brown, in her article, "The Innocent Nutrition Misinformer," urges us to teach nutrition without misinforming.

The rest of the issue consists of ideas that arose out of the 1973 nutrition education workshop at the University of Illinois. Those contributed by students have their names attached, and the others are suggestions the workshop director offered.

The intent is to share teaching techniques, evaluation approaches, and resources to make nutrition education more effective and more enjoyable. The stress is on discovery techniques which involve the learners physically, mentally, and emotionally.

We invite *Illinois Teacher* readers to share their "ideas that work" (see p. 145) so that nutrition education and all of home economics education can continue to improve.

Hazel Taylor Spitze
Editor

COMING NEXT ISSUE

The March/April issue will feature housing. We'll explore such topics as:

- Consider human needs in planning home furnishings.
- The development of an inner-city housing project.
- Learn your students' ethnic idiosyncrasies regarding housing and home furnishings and avoid frustration.
- A housing workshop invites an interior designer to teach salable skills.
- The question, "Does housing affect family relationships?"
- Develop your creativity and save money by making low-cost decorative items.
- Actual games and simulations to use in your classroom.

THE MARY E. MATHER FUND

In recognition of her many and varied contributions to the profession and to the University of Illinois, the Home Economics Education Division is establishing a Fund in her honor to be used for a graduate assistantship to further the work to which she devoted her professional life.

Dr. Mather is now on disability leave and at the time of her disability retirement she was Professor and Chairman, Division of Home Economics Education, University of Illinois. She was elected national president of Omicron Nu, her profession's highest honorary society, but her illness forced her resignation before she was able to serve.

Dr. Mather has been co-editor of the *Illinois Teacher of Home Economics*, and for two years she edited *Research Abstracts in Home Economics Education* for the American Home Economics Association. Her *Manual for Student Teaching in Home Economics*, published by Interstate Printers and Publishers, Danville, has been widely used by colleges and universities in their teacher education programs.

Her outstanding professional career included service as a public school teacher in Maryland, college teacher, and Head of the Home Economics Department at Muskingum College in Ohio and Hood College in Maryland. She received the Ellen H. Richards Fellowship in 1946-47.

Dr. Mather earned the A.B. degree from Western Maryland College, the M.S. from the Pennsylvania State University, and the Ed.D. from Teachers College, Columbia University.

She served as an officer in both the American Home Economics Association and the Illinois Home Economics Association and was a member of numerous other professional and honorary organizations including Phi Upsilon Omicron, Kappa Delta Pi, the American Vocational Association and the American Educational Research Association. She served on the Illinois State Advisory Board for Future Homemakers of America, her profession's youth organization, and the College Clubs Advisory Committee of the American Home Economics Association. During her long career she held membership on many important committees in honorary and professional associations, especially in her specialized area of evaluation. She was chairman of the University of Illinois Committee for the Preparation of Secondary School Teachers of Home Economics.

Friends who wish to honor her with contributions may send checks to the Mary E. Mather Fund, 355 College of Education, University of Illinois, Urbana, Illinois 61801.



The 1973 Nutrition Education Workshop

Hazel Taylor Spitze

Nutrition, or lack of it, is a serious problem for many minorities. The solution demands understanding of the science, for the educated and wealthy are often among the undernourished and obese, and the less affluent can still be well-nourished if they understand which foods are most nutritious and are willing to eat them. Two minorities, often malnourished, for whom undernutrition is most serious are pregnant women and children.

A leading economist recently made the statement, "... perhaps the major problem of the human race today is protein deficiency in children."¹ Nutrition researchers tell us that anemic children cannot be attentive and learn normally and "prescribed drugs can decrease appetite enough to retard the growth of children ... including those used to control behavioral difficulties in hyperactive children."²

Another minority for whom nutrition is a real problem is the elderly. What can we do to help all these and other groups to a better diet and better health?

In the spring of 1973, another nutrition education workshop was held at the University of Illinois, and 17 women gave their Saturday mornings to further the cause of good nutrition. They included secondary home economics teachers, nurses, college instructors, extension home economists, a special education teacher at the elementary level, and a former Family Service staff member. It was an enthusiastic, hard-working group. I served as director of the workshop and Dr. Esther Brown served as consultant at several meetings.

With objectives similar to previous workshops (see *Illinois Teacher*, Vol. XIV, No. 1, p. 1), the students worked together and separately, chose their own readings and projects, and shared their learning. Activities varied widely and included a garden project for young children, a series of sessions with the mothers of emotionally disturbed children, an analysis of the diets of sixty-one 4-H boys and girls by nutrients rather than food groups, a plan for a college course in nutrition to be taught in Nigeria, a plan for a series of adult classes, strategies for improving the diets of the students' own teenagers, and a plan to help a friend on a reducing diet to lose weight without losing health.

We relied heavily on the recent book, *The Family Guide to Better Food and Better Health* by Ronald M. Deutsch (Des Moines, Ia.: Meredith Corp., 1971), which explains much of the science of nutrition in layman's language. Other references frequently used included:

¹Kenneth Boulding, "The Household as Achilles' Heel," *Journal of Consumer Affairs*, Vol. 6, No. 2, Winter, 1972, p. 111.

²Daphne A. Roe, M.D., "Nutritional Side Effects of Drugs," *Food and Nutrition News*, National Livestock and Meat Board, Vol. 45, No. 1, October-November, 1973, p. 1.



Dr. Esther Brown served as a consultant to answer our technical questions and shared in several sessions.

Nutrition References and Book Reviews, Revised 1972, compiled by the Chicago Nutrition Association. The lists are presented under three headings: Recommended, Recommended for Special Purposes, and Not Recommended. Available from the Association at 8158 S. Kedzie Ave., Chicago 60652, for \$1.50 (payable in advance), this 32-page booklet provides help in locating reliable sources of nutrition information and protection from the unreliable ones.

Gifft, Helen H.; Washbon, Marjorie B.; and Harrison, Gail G. *Nutrition, Behavior, and Change*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Latham, Michael C., M.D.; McGandy, Robert B., M.D.; McCann, Mary B., M.D.; and Stare, Fredrick J., M.D. *Scope Manual on Nutrition*. Kalamazoo: The Upjohn Company, 1970.

Martin, Ethel Austin. *Nutrition In Action*. 3rd ed. New York: Holt, Rinehart, and Winston, Inc., 1971.

Robinson, Corinne H. *Basic Nutrition and Diet Therapy*. 2nd ed. New York: Macmillan Company, 1970.

Williams, Sue Rodwell. *Nutrition and Diet Therapy*. 2nd ed. Saint Louis: C. V. Mosby Company, 1973.

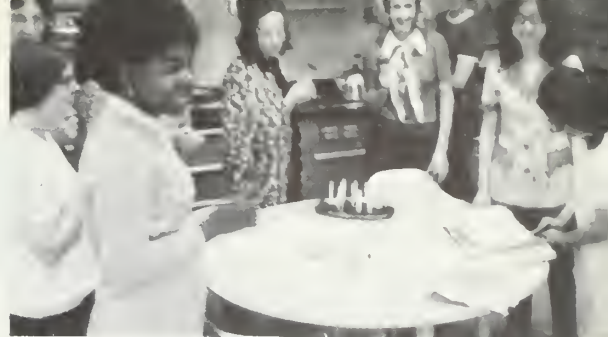
As usual we had an assignment to "teach someone something about nutrition," and the reports were interesting. Unsuspecting sons, daughters, husbands, neighbors, and boyfriends learned nutrition, and one student who is frequently visited by several small children in her neighborhood entertained them several days with snacks and games that taught nutrition.

This assignment, which is equally suitable for secondary and adult groups, can serve as a type of evaluation, and the report could follow a format such as the following, whether presented orally or in written form.

Teach Someone Something About Nutrition

1. What nutrition principle(s) did you try to teach?
2. Why did you choose the one(s) you did?
3. Whom did you teach?
4. When and where did you teach?
5. What techniques or procedures did you use to enable the learner(s) to understand and be able to apply the principle(s)?
6. Why did you proceed in this way?
7. How successful did you feel?
8. If you tried again, would you do anything differently?

The snack break was a learning time too. Peanut butter ice cream cake was one of the specials.



Important in this evaluation would be the choice of content to teach, i.e., whether it is trivial details or a principle of importance to the particular learner.

The Saturday morning sessions always had a break which was not just a cup of coffee and a stretch but a part of the curriculum. Since Americans eat so often "on the run," it seems necessary to stress that such eating can be just empty calories or highly nutritious depending upon the choices. Hence, workshopppers took turns in bringing snacks that were highly nutritious and in explaining, often with original charts, why the food was nourishing and how it compared with common starch-and-fat snacks that are usually at hand.

The last session of the workshop was held at the new University of Illinois Levis Faculty Center where the members nourished themselves at a pleasant luncheon.

Workshop members included Kathy Augustine, Laurel Brooks, Susan Callihan, Sandy Feitshans, Dianne Hamilton, Ellen Hankes, Allene Hanson, Diane Holzhauser, Cynthia Jameson, Joan O'Bryant, Sabinah Olojola, Judy Oppert, Mary Stoddart, Irene Takemori, Sylvia Tam, Patti Wylie, and Frances Yancey.



Playing games can be educative, even on the graduate level, especially if you created them yourself.

HEY YOU UNIVERSITY OF ILLINOIS ALUMS OF 1955-65!

A Message From The Undergrads

How long has it been since you have been on campus? If you graduated between the years 1955-1965 in Home Economics Education there is a conference planned **ESPECIALLY FOR YOU** sponsored by the Undergraduate Home Economics Education Seminar. It will be held April 6, 1974, in Room 22 of the Education Building, University of Illinois, Champaign-Urbana campus from 9:30 am to 3:00 pm. Lunch will be at the new Levis Faculty Center. You will hear the latest in: Consumer Education, Textiles, Foods and Nutrition, and Household Equipment.

Come and renew old friendships and make new ones! For those interested, Plowboy Prom is the same evening.

To let us know you are coming . . . Clip out and send before February 15, 1974.

☐ I plan to attend the Undergraduate Home Economics Education Seminar.
Enclosed is \$2.00 registration fee.

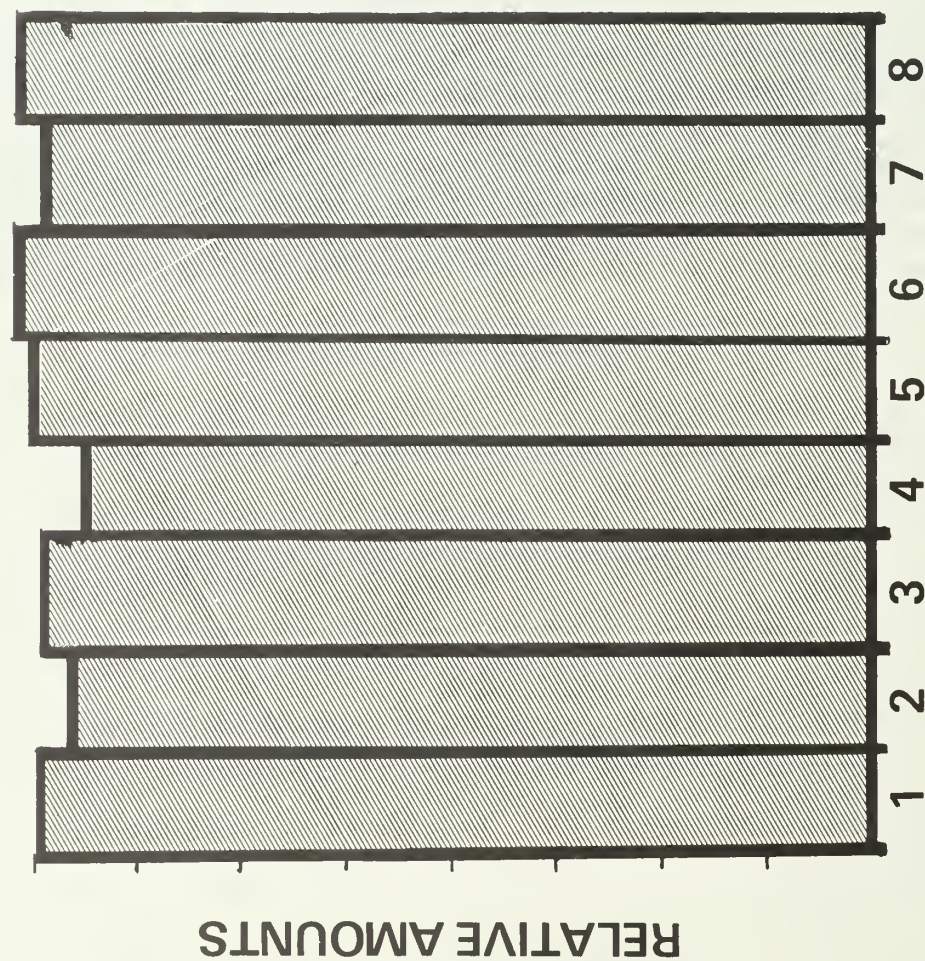
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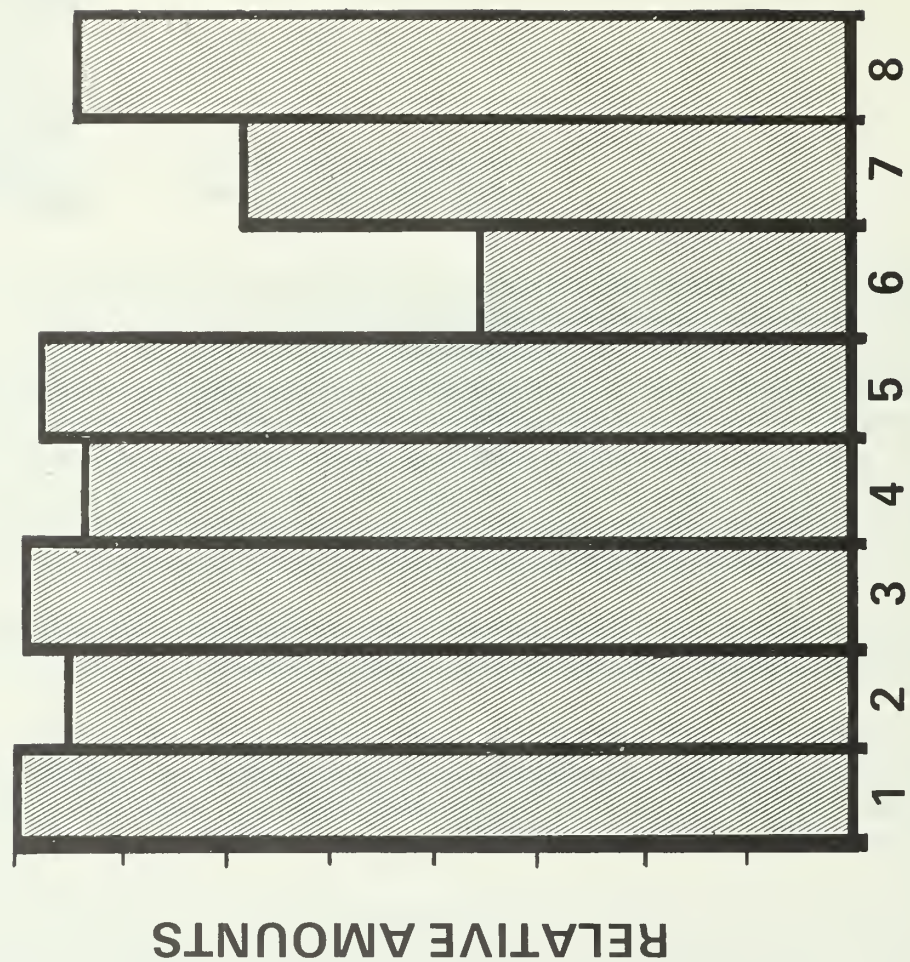
Phone _____ Year Graduated _____

Mail to: Home Economics Education Seminar
c/o Illinois Teacher
351 College of Education
University of Illinois
Urbana, Illinois 61801

GOOD QUALITY PROTEIN



POOR QUALITY PROTEIN



*Protein Charts supplied by Robert J. Reber, Nutritionist, Cooperative Extension Service, University of Illinois.

GET YOUR MONEY'S WORTH FROM PROTEIN

Almost everyone likes to eat steak, and steak is a source of high quality protein, but with today's prices, who can afford it very often? We all know that proteins are needed in the diet to build body structures, such as muscle and bone. Do we also know that protein has other uses in the body?

Protein is used to make body enzymes and hormones.

Protein can provide energy.

Protein is part of the hemoglobin of the blood.

Protein is needed for growth of hair, nails, and skin.

Protein is found in many different foods. Some proteins are higher quality than others. Early researchers found that when growing animals were fed corn as the only source of protein, they lost weight and died. When they were fed only wheat protein, they did not die, but neither did they grow. However, when they were fed milk protein, they grew rapidly.

What makes the difference? The building blocks of protein are called amino acids. There are over twenty of these, and the body can make over half of them. At least eight of these amino acids cannot be made at all by the body or at least not at a fast enough rate for normal body functions. These are called essential amino acids and must be provided by the diet.

In order for the body to use the protein adequately, all of the essential amino acids must be present at one time. When one or more are in short supply, the body cannot use the others. Therefore, the highest quality proteins are those which have all of the essential amino acids in the amount needed by the body. (See charts on opposite page.) As we shall see later, however, two lower quality proteins may be combined to produce a high quality one.

What foods supply protein for the body? No food is all protein, but some foods have more than others. The following table shows some common foods with the percentage of RDA (Recommended Daily Dietary Allowance) which one serving provides.

FOOD SOURCES OF PROTEIN

<i>Food</i>	<i>Amount of One Serving</i>	<i>% of RDA (using 22-35-year-old women as base 100%)</i>
Soybeans	1/2 cup	62
Round steak, lean and fat	3 oz.	44
Hamburger	3 oz.	38
Chicken	3 oz.	36
Peanuts	1/2 cup	34
Ham, lean and fat	3 oz.	33
Cheese, cottage	1/2 cup	30
Pork chop, lean and fat	2.3 oz.	29
Eggs	2	22
Milk	1 cup	16
Beans, red kidney, canned	1/2 cup	14
Cheese, American	1 oz.	13
Corn, canned	1/2 cup	5
Wheat flakes	1 cup	5
Bread, white enriched	1 slice	4
Rice, enriched	1/2 cup	4

Gail VanderJagt, "Nutritive Value of Common Foods in Percent of RDA," Division of Home Economics Education, University of Illinois, 1971. (Calculations made from U.S.D.A. Home and Garden Bulletin, No. 72, *Nutritive Values of Common Foods*, 1971).

Hazel Taylor Spitze

from materials by

Robert Reber, Ph.D.

Nutritionist, Cooperative
Extension Service, University
of Illinois at
Urbana-Champaign

COST OF 100% RDA OF PROTEIN IN DIFFERENT FOODS

<i>Food</i>	<i>Amount Needed to Supply 100% RDA</i>	<i>Cost</i>
Corn, canned	10 cups	1.60
Rice, enriched	12½ cups	.75
Ham, lean and fat	9 oz.	.72
Pork chop, lean and fat	8 oz.	.66
Round steak, lean and fat	6.8 oz.	.66
Wheat flakes	20 cups	.60
Peanuts	1½ cups	.54
Beans, red kidney, canned	3⅔ cups	.50
Cheese, American	7.7 oz.	.46
Milk		
whole	6¼ cups	.44
skim	6¼ cups	.38
Hamburger	8 oz.	.38
Bread, white enriched	25 slices	.37
Chicken	8.4 oz.	.34
Eggs	9	.32/
Cheese, cottage	1⅔ cups	.30
Soybeans	⅔ cup	.26
Nonfat dry milk	6¼ cups	.25

Cost is based on food prices obtained in Champaign, Illinois, February 1972.

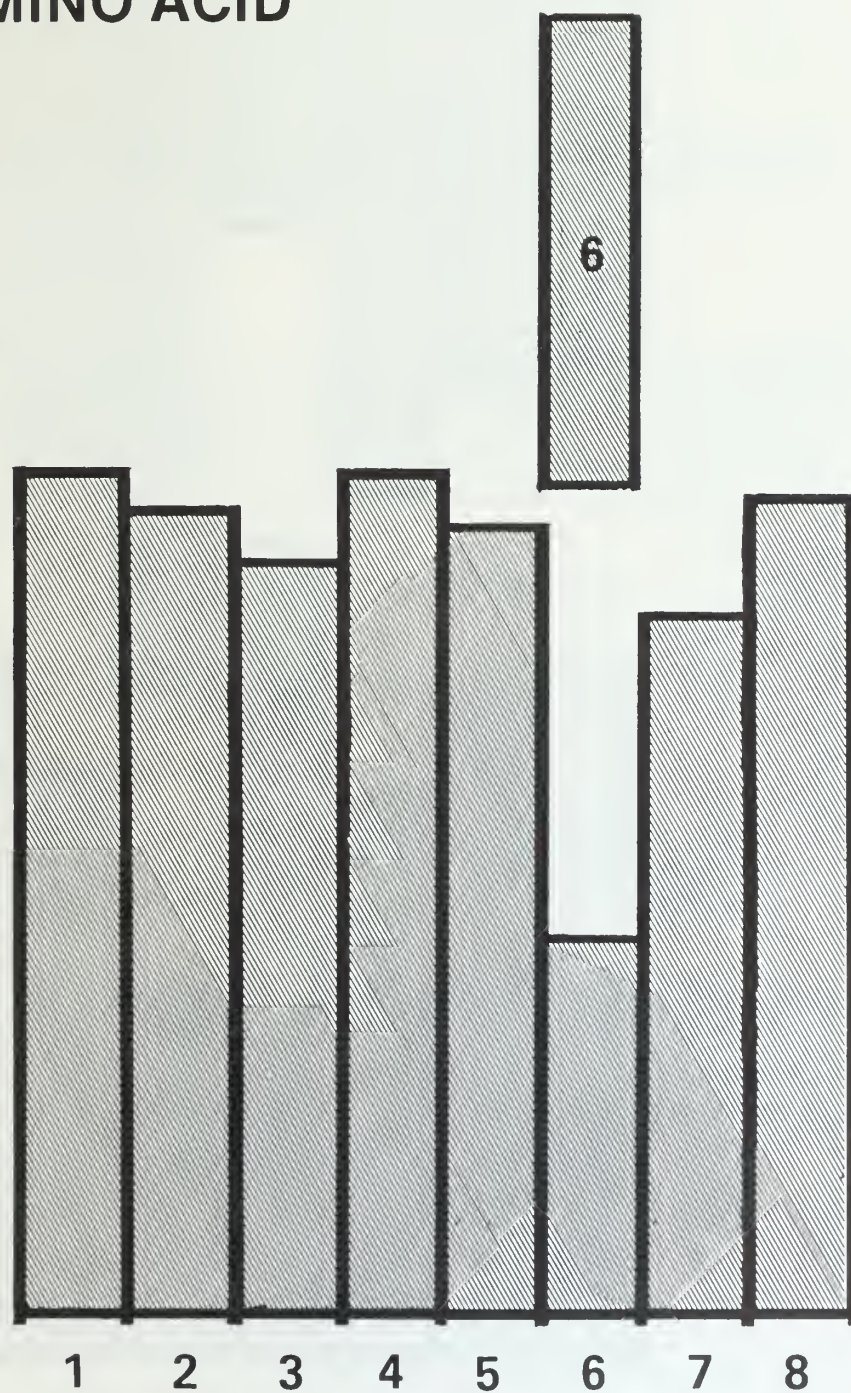
The preceding tables show how much protein the foods supply and what they cost but they do not tell us the quality of that protein. Nutritionists have ranked foods according to protein quality or whether they contain all of the essential amino acids in amounts needed by the body. Eggs rank first and are given a score of 100. The rank of other foods is shown below. The scientists refer to these values as "biological value" of the protein. This value is a measure of how well the protein can be used by the body.

<i>Food</i>	<i>Biological Value</i>
Eggs	100
Milk	93
Meats	75
Peanuts	56
Wheat	44

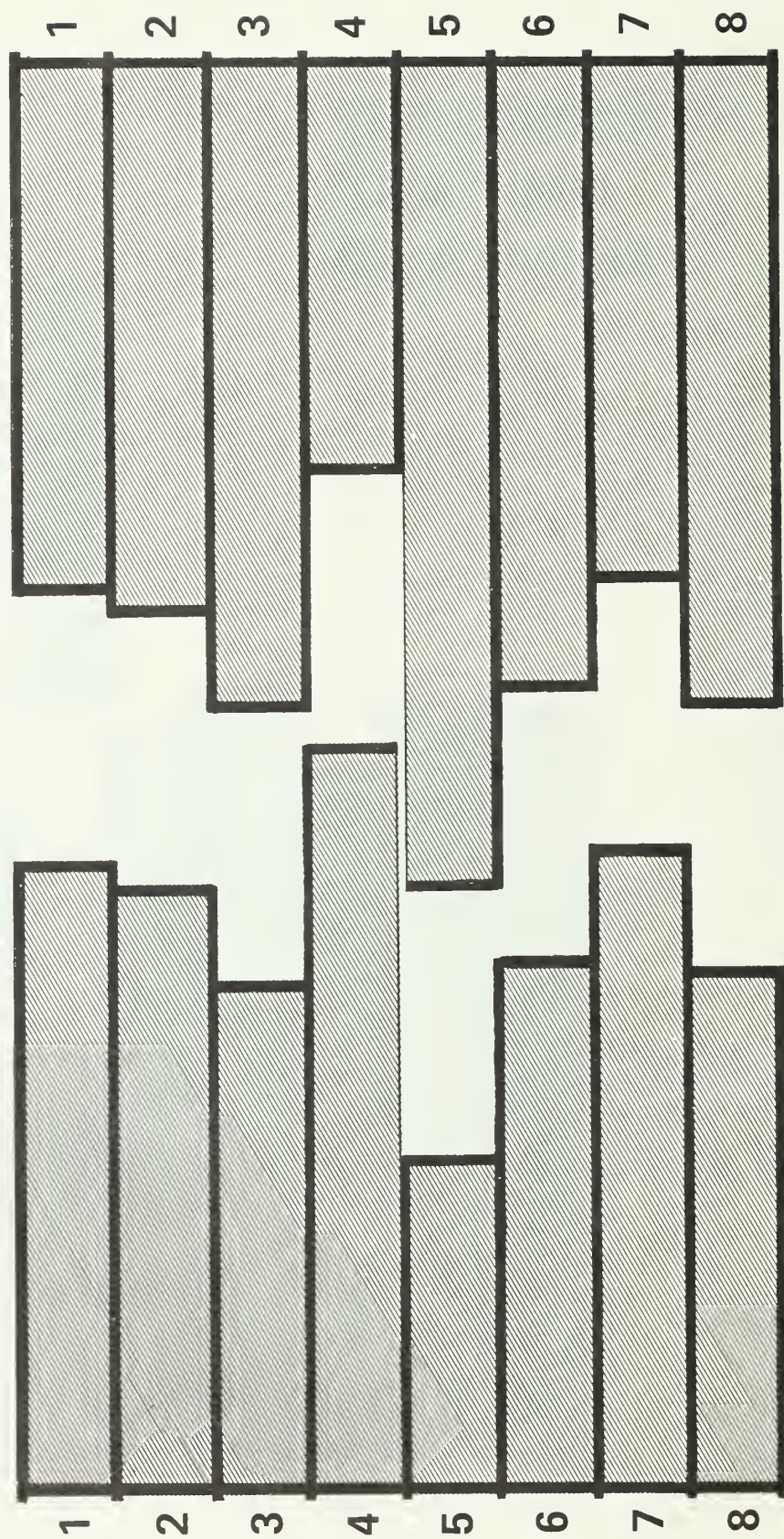
Mixing Proteins

Homemakers can mix different proteins together and let one make up for the shortage of the other. For example, wheat protein is short on an essential amino acid called lysine. Milk has adequate lysine. So we serve cereal and milk together, and make better use of the protein in cereal. Using wheat flour supplemented with soy flour takes advantage of the same principle. (See charts on pages 131 and 132.)

ADDING THE LIMITING AMINO ACID



MIXING PROTEINS



Saving Money

When two low-cost foods are combined to supply high quality protein, the food budget can obviously be helped. It is also possible to save money by serving combinations of animal proteins, which are usually of higher quality, and plant proteins, which are usually of lower cost. Is this why Italians are famous for spaghetti and meat balls, Orientals for chop suey, and Mexicans for bean and cheese dishes? Is it also why bread has always been a staple of many diets to eat along with the meat?

It is also good to know that the protein quality of expensive cuts of meat is no greater than that of less expensive cuts. Roast beef may taste better but the protein quality of hamburger is just as high. This, of course, refers to the lean part of both since fat meat does not contain protein.

When Are Protein Needs Greatest?

Since proteins actually form structural parts of the body, it is easy to understand that more is needed when we are growing rapidly and forming new body tissue. The two periods of most rapid growth are infancy and adolescence. Of course, the prenatal period is also a period of rapid growth for the fetus, so extra protein is needed during pregnancy, especially the last few months. When a mother is nursing her baby, she has the highest need of all since much protein is required for her body to produce the milk.

Contrary to popular thought, athletes do not need extra protein although they do need extra energy.

The table on page 134 shows protein RDAs for various groups.

What Happens If We Do Not Get Enough Protein?

Extreme shortages of protein, usually accompanied by shortages of energy and other nutrients as well, cause diseases known as kwashiorkor and marasmus. These diseases are rare, but not completely absent, in the United States. However, there are people in this country who, at some periods in their life, may be low in protein.

If protein is short during growth periods, growth may be retarded or stopped. All body cells contain protein, including the brain, so brain development is dependent upon adequate protein. The brain develops most rapidly during the last few months of pregnancy and the first months of infancy. A severe shortage of protein during these times may cause mental retardation. If protein and energy are short during pregnancy, the baby may be born weighing less than normal and may have less chance of surviving.

Can We Get Too Much Protein?

If we eat more protein than our body needs, the excess is used for energy. But first the extra protein must be broken down and the nitrogen removed and excreted in the urine. High protein diets can put a strain on the kidneys. They are particularly dangerous to the person who already has a kidney ailment.

After the nitrogen has been removed from the protein, the body uses it for energy just as it uses fat or carbohydrate for energy. Hence, excess protein can cause weight gain as the body stores the excess energy.

% RDA OF PROTEIN I NEED TODAY*¹

<i>Persons</i>	<i>Age</i>	<i>Protein % RDA</i>
Girls	10-12	91
Girls	12-14	91
Girls	14-16	100
Pregnant	14-16	118
Nursing	14-16	136
Girls	16-18	100
Pregnant	16-18	118
Nursing	16-18	136
Girls	18-22	100
Pregnant	18-22	118
Nursing	18-22	136
Women	22-35	100
Pregnant	22-35	118
Nursing	22-35	136
Women	35-55	100
Women	55-75	100
Children	1-2	45
	2-3	45
	3-4	55
	4-6	55
	6-8	64
	8-10	73
Males	10-12	82
	12-14	91
	14-18	109
	18-22	109
	22-35	118
	35-55	118
	55-75	118

**Recommended Dietary Allowances*, rev. 1971, translated into percent with the female, age 22-35, used as the reference person; i.e., 100% = the RDA for female, age 22-35.

¹Calculations made from: Food and Nutrition Board, National Research Council, *Recommended Dietary Allowances* (Washington, D.C.: National Academy of Sciences), 1968.

High protein diets seem to increase calcium loss from the body. How, we do not know—but when a person eats twice as much protein as recommended, the calcium loss is increased to the point that the RDA for calcium is not enough for normal body functioning.

High protein diets are also likely to be expensive!

We need to understand that advertisements for high protein reducing diets often contain wrong information. Proteins do not burn up fat as some advertisers claim. Sometimes they use figures in a misleading way, as, for example, when they claim that a supplement tablet contains 570 milligrams of protein and fail to note that this is only about *one-fortieth* of the protein in a serving of meat.

What About Other Nutrients?

Protein is only one of many nutrients our bodies need. It is an extremely important nutrient, especially during certain periods in our lives, but our bodies can function adequately only when *all* the required nutrients are present at the same time and in the amounts needed.

If we eat a varied diet including fruits, vegetables, and milk, as well as the meats and bread most people like, we are likely to have the nutrients we need without any pills or supplements.

Although on a worldwide scale, the major malnutrition problem, especially for children, is a shortage of high quality protein, there are several other nutrients more likely to be low in American diets. These include iron, calcium, vitamin A, and vitamin C. Nevertheless, we do need to give attention to protein, and with the high cost of meat, we may need to know particularly about the quality of proteins in other foods.

THE INNOCENT NUTRITION MISINFORMER

Who is that innocent nutrition misinformer? You? Yes, you. Me? Yes, me. But it just can't be . . . or can it?

Perhaps you recently saw a reference to the American Kidney Fund in your newspaper. A similarly named organization is the National Kidney Foundation but the reader had gotten them mixed up. How about the National Health Federation and the National Health Foundation? Do you know the difference? Or the Vitamin Information Bureau and the National Vitamin Foundation? Organizations carry similar names. Sometimes this is deliberate to confuse the public. Sometimes one is the parent organization. But when we do not know the difference or do not take the time to find out the difference we give our public (students, fellow workers, friends, clients, etc.) misinformation.

How would you answer the following questions:

Can the body utilize the minerals in water?

What effect does cigarette smoking have on the absorption and utilization of consumed nutrients?

With the expanded fortification of foods, is there a risk of getting too much of some nutrients—minerals, vitamins, or protein—from commercially prepared foods?

Do climatic conditions or the geographic area have an effect on the nutrients in foods grown there?

How does pressure cooking compare with traditional cooking methods as far as nutrient loss is concerned?

What does the term "optimal nutrition" mean?

Is enrichment a farce? Should we use only whole grain products?

Can pesticides and other chemicals build up in the body and cause disease?

Why is non-iodized salt available to the consumer?

Can diet be controlled to decrease the likelihood of developing arthritis?

Where would you go to find the answers to these questions? What sources would you use? Why?

Do you know who these people are: Adele Davis, Frederick Stare, E. M. Stillman, Carleton Frederick, G. C. Thosteson, R. C. Atkins, G. Watson, Laurence Hursh? If not, where would you find out who each one is?

Seek Reputable Sources

The first step to prevent giving misinformation is to secure answers from reputable sources: reputable books, journals, people. Even then, the way our information comes back to us is sometimes unbelievable! Why? Perhaps we gave it too fast, or we gave too much, or we went beyond the understanding of the individual(s) to whom we were speaking. Maybe we did not bother to define terms used so we lost the individual early in our discussion, or we did not

draw enough "mind" pictures through our examples and our illustrations, or we answered the question at an inappropriate time so the individual was no longer interested.

Gifft *et al.* in *Nutrition, Behavior, and Change* (see page 126) state it this way: "One means we use to communicate is language in the form of the spoken or written word. To accomplish this function, the words must be understood. The most widely read periodical in the United States is the *Reader's Digest* and this publication phrases its messages in everyday language. The significance is obvious. If a technical idea is worth discussing with a non-technically trained audience, it is worth finding a way to state it simply. Scientific terminology need not be avoided completely; indeed it may at times strengthen a presentation by making the audience feel proud of their new learning. But the terms are most likely to communicate if they can be tied to real life, perhaps through a food label, an advertisement, or a news headline. Perhaps the link can be made to a common experience."

Gifft *et al.* further remind us that we communicate in nonverbal ways, too . . . by the tone of voice in which questions are answered, by the warmth of a smile, by a manner which emanates friendliness or indifference, by a teacher who appears on time, who has made adequate preparation showing respect for the group with whom she is working, by a sympathetic manner, a willing acceptance of others' opinions, ways, methods of expressing themselves, etc.

Sometimes misinformation is received because the one wanting the information is ignored in the learning process. Perhaps the individual would prefer ferreting out the information for herself and discussing it with the teacher. The responsibility of the teacher is then to provide the student with reputable books, journals, visuals, and to relate nutrition knowledge to his or her real-life experiences. Let the individual find the information; let her be actively involved in contributing information to the rest of the class. This provides interaction with other learners and an opportunity to express one's self orally or in writing. The student can see some of the communication problems of the teacher and hence, with other students, help to solve them.

Consider Food Habits and Attitudes

In imparting knowledge do we ignore dietary food habits and attitudes held by others? Could this be a reason why information comes through as misinformation? Dietary habits are learned very early in life and the ways in which they are acquired help to determine their degree of flexibility in later life. A person may go through life following very much the same food habits that he formed as a child unless, at some point, he is touched by education, some event, or some motivation to change. In our society, food habits are deeply entrenched in some people; others will take off with almost any food faddism. One dietary change recognized today is the trend toward the increased consumption of polyunsaturated fatty acids. Do we really know the food habits of our students, our clients, others, or do we just use vague generalities?

Attitudes held about food and nutrition are extremely complex. This society has been blessed with abundance and with highly developed technology and marketing capability so that food is acquired with little effort. Food production is the responsibility of someone else. Food preparation has become little challenge to creativity. The attitudes that result bear on nutrition. For some, the result is indifference; for others it is intense interest in what they eat and an attempt to persuade acquaintances and friends to follow their pattern of eating.

Values that individuals assign to certain foods cannot be ignored. Unless we understand, respect, and recognize them, we may be destructive. What we say may be misunderstood or

misinterpreted and it then becomes misinformation.

Through perceiving others' needs and desires, through empathy with their food habits and attitudes and values, individuals can be motivated to take advantage of the vast knowledge and resources available to them to become informed and to desire to achieve good nutrition.

Nutrition References

Useful references on nutrition issues of today follow. If some statement is not clear, the reader is urged to find a reliable source with whom to discuss the points made or from whom to receive further references for clarification.

Community Nutrition Institute Weekly Report. Washington, D.C.: Martin Luther King Food Co-ops, 741 N. Capitol, Vol. 11, No. 31, (November 2, 1972).

The article seems to indicate nutritionists need the help of communications and advertising experts. Mere facts appear to have little impact. It tells of the experience of managers of the Martin Luther King food co-ops in Washington, D.C., where attempts to educate poor people as to the relative values and prices of fruit juices (do not confuse with fruit drink) over soft drinks were made. Although we expect poor people to be interested in consumer education, the study showed they were not.

Council on Foods and Nutrition. "A Critique of Low-Carbohydrate Ketogenic Weight Reduction Regimens, A Review of Dr. Atkin's Diet Revolution." *Journal of American Medical Association*, Vol. 224, No. 10 (June 4, 1973), 1415-9.

The diet is one of low-carbohydrate, high-fat to produce ketosis. "If such diets are truly successful," asks the AMA, "why do they fade into obscurity within a relatively short period of time only to be resurrected some years later in slightly different guise and under new sponsorship? Unfortunately, despite the claims of universal and painless success for such diets, no nationwide decrease in obesity has been reported."

Request reprints from AMA Council on Foods and Nutrition, 525 N. Dearborn St., Chicago, Illinois 60610.

Darby, William J., M.D., Ph.D. "Acceptable Risk and Practical Safety, Philosophy in the Decision-Making Process." *Journal of American Medical Association*, Vol. 224, No. 8 (May 21, 1973), 1165-8.

Dr. Darby warns against letting our emotions rule in the decision of whether to use pesticides or not.

Dwyer, Johanna T., D.Sc., R.D., *et al.* "The New Vegetarians." *Journal of the American Dietetic Association*, Vol. 62, No. 5 (May, 1973), 503-9.

Excellent article on the meanings of vegetarianism.

"Fat-Controlled Diet and Mortality From Coronary Heart Disease." *Nutrition Reviews*, Vol. 31, No. 3 (March, 1973), 79-80.

The report of a 12-year controlled clinical trial in two mental institutions in Finland provides the best documentation yet that deaths from coronary heart disease can be significantly reduced by a cholesterol-lowering diet.

Food and Nutrition Board, National Research Council. *Recommended Dietary Allowances*. Washington, D.C.: National Academy of Sciences, 1968.

The next revision will appear late 1973. In past revisions, calorie allowances have been

reduced every 5 years for the reference male and female. The 1968 publication pleaded for more physical activity, not a further reduction in calories. What will be the decision? We've had no hint yet. Since nutrients are carried on calories such a change requires careful thought and attention.

Gormican, Annette. "Sodium in Foods and Beverages." *Journal of Milk and Food Technology*, Vol. 35, No. 1 (January, 1972), 1-4.

If some salt is good, is more better? This article helps you decide.

Mann, George V., Sc.D., M.D. "Nutrition Education—U.S.A." *Food and Nutrition News*. Chicago: National Livestock and Meat Board, Vol. 41, No. 2 (November, 1969), p. 1.

Dr. Mann of Vanderbilt University discusses some of the reasons for malnutrition, other than poverty. He is not especially optimistic about the effect of nutrition education on changing food choices.

Marshall, Carter L., M.D., M.Ph. and Shanas, Ethel, Ph.D. "Psychiatrists Question Two 'Social Myths'." *Journal of American Medical Association*, Vol. 219, No. 9 (February 28, 1972), 1146-7.

Two psychiatrists discuss the role of nutrition increasing the life span of individuals all over the world.

Reber, Robert J. "Don't Let Your Diet Let You Down." Urbana-Champaign: Cooperative Extension Service, University of Illinois, Circular 1044.

This is a bulletin on miracle foods for athletes.

Reiser, Raymond, Ph.D. "Saturated Fat in the Diet and Serum Cholesterol Concentration: A Critical Examination of the Literature." *The American Journal of Clinical Nutrition*, Vol. 26, No. 5 (May, 1973), 524-55.

This article, concerning cholesterol, studies the past 25-30 years. The author is not convinced that the conclusions drawn were always valid.

Sinacore, John S., Ed.D., and Harrison, Gail, M.N.S. "The Place of Nutrition in the Health Education Curriculum." *American Journal of Public Health*, Vol. 61, No. 11 (November, 1971), 2282-9.

A discussion of the reasons for malnutrition.

"Vitamin E, What's Behind All Those Claims For It?" *Consumer Reports*, Vol. 38, No. 1, January, 1973, pp. 60-66.

The *Journal of the American Medical Association* has carried a number of articles on the FDA proposal to increase the iron fortification of flour from the present 13-16.5 mg./lb. to 40 mg./lb. during 1972 and 1973 as has the magazine, *Nutrition Today*. Where do you stand? Why? Where do your students stand? Why?

Articles on nutritional labeling have appeared in recent journals: *Journal of Nutrition Education*, *Journal of the American Dietetic Association*, *Journal of Home Economics*, *Journal of the American Medical Association*, *Nutrition Reviews*, *Nutrition Today*, and others. Do you understand all of the proposals? Do you plan to help your students to understand them?

These are but a few of the wealth of materials available to keep you and me informed about nutrition. Let's keep abreast of newer developments and share them with others accurately.

NUTRITION EDUCATION

—A Positive Approach

Hazel Taylor Spitze

It is an established principle of social science that negative approaches to behavior modification seldom result in positive changes. Punishment may inhibit negative behavior, but it cannot be expected to generate new positive behavior. On the other hand, success does provide motivation for change in a positive direction.

Despite this knowledge, how often do we find nutrition educators beginning with a recounting of what is wrong with the learner's diet, as noted from the required "24-hour recall," and a proclamation that he should "eat the basic four"? How does that make the learner feel? Resentful? "Put down"? Hopeless? Lacking in self-esteem?

Contrast these feelings with those which might result from a more positive approach.

CLASSROOM ACTIVITY

Teacher: What are your favorite foods? I have a collection of food pictures (or National Dairy Council food models) here on the table, and I'd like each of you to pick out fifteen foods you'd really like to eat today.

Great! I like hamburgers and chocolate cake, too. Now let's see what everyone chose. Why did you choose these foods?

I didn't hear anyone say he or she chose a food because it had high nutritive value. Do you suppose these foods do have? What if you ate only these fifteen foods today? Do you think you'd have a balanced diet? Which one of your favorites do you think would have the greatest nutritive value?

Let's write that food on this chart. (See page 142.) Write the amount of one serving in the next column. If you would eat two servings, write it again on the next line. Then write all of your other favorite foods on the chart. Put the ones you think have the most nutrition first.

Would you like to know how many calories you'd get in your fifteen favorite foods? We have some charts (e.g., "Nutritive Values of Common Foods in Percent of RDA," available for one dollar from *Illinois Teacher* office) that will help you find out.

How do we know whether we are getting the right amount of energy as measured by calories? Do we all need the same amount?

REACTION OR COMMENT

No chance for another failure experience. Learner may feel that teacher cares what he likes. Motivation to participate actively.

Emotion is involved. Active participation continues. No one can fail. All are equally important.

Teacher tries to provoke curiosity. If students *want to know*, they can learn. All are still participating.

Students have to *think* in order to pick out the most nutritious foods. All can participate. They may ask questions about their ordering of the foods and be eager to find out if they are "right."

Instruction is individualized, and discovery techniques help students experience joy in learning.

Bathroom scales may be a handy teaching tool here! Discussion will doubtless answer some questions and raise others.



Would you like to calculate your approximate energy needs? Here is one way. (See p. 143.) Let's work in groups and help each other find out. I'll calculate mine on the chalk board and then I'll help you.

Do you think John will need more calorie value in his food during football season? Would Susan need more if she were pregnant? What happens if we eat more energy or calories than we use up? If we are in a period of rapid growth and we don't get enough calories, what is likely to result?

Have you been wondering what other nutrient values you got with your calories in these favorite foods? The other columns on your chart have some other nutrients. Do you see protein, iron, calcium, vitamin A . . . ? Shall we check some of these? How about protein first?

(While students are calculating the protein in their fifteen favorite foods, teacher circulates and makes note of other nutrients that appear to be adequate in individual diets. For example, the boy who had milkshake, ice cream, pizza, and a cheese sandwich is very likely to have enough calcium, so she makes a note: John, calcium. She sees that one chose watermelon and strawberries, and she adds: Mary, vitamin C. If one had pumpkin pie and cantaloupe, she could add: Jim, vitamin A.)

I'll bet most of you got about enough protein, didn't you? If not, check your charts and find some foods with lots of protein. What shall we check next? John, why don't you check the calcium in your fifteen favorite foods, and Mary, how about checking vitamin C, and Jim, vitamin A?

Success again? Great! Choose another one now. If you find one you're short on, let's look up what the shortage may cause and see if we can find some other foods you like which will make it up. I really want to see you feeling your very best.

In small groups students can help each other if some have difficulty with calculations. They can compare results and discuss why they are different. Teacher is part of the group, a helper and a participant in the exercise. He/she eats, too!

Questions lead to further learning, and charts and references may be used to discover answers.

Teacher stimulates further curiosity. Charts simplify discovery. Teacher chooses protein because it is very likely to be adequate in U.S. diets and students will have success experience.

When self teaching techniques are used, teacher is freed to make individual contacts and show interest in students as persons. He/she also has time to plan next steps.

With this individualized instruction, teacher guarantees further success and builds self esteem as well as interest.

Teacher prepares student for possible shortages after establishing a foundation of success. Shows interest in each person. Does not pretend to know all the answers, e.g., we'll look it up together.

Name_____

Name_____

TOTAL

DIRECTIONS: Write foods you ate in left row. Write amount of food in next row; e.g., 1 serving potatoes, 1 slice bread. Look up food value on charts. Fill in amount of food value in each row. Add each row for your day's total. How many columns add up to 100%? In those that do not, what could you eat to make it add to 100%?

To Estimate Your Daily Caloric Need—A Short-cut Method¹

- A. Weigh yourself
Calculate basal calorie need (or basal metabolism) by multiplying your weight in kilograms (2.2 lbs = 1 kg) by 24 (hrs per day) since the average adult needs 1 calorie per hr per kg of wt.
- B. Subtract 10% for each hour of sleep, i.e., .1 x wt in kg x no of hrs of sleep.
- C. Determine your activity level (see table below)
Multiply figure from table by wt in lbs by no. of hrs of activity.
- D. Add to previous figure.
- E. Add 10% of the last figure for energy to digest food.

Sample of Calculation

Assume: an adult weighing 125 lbs or 57 kg ($125 \div 2.2 = 57$)
and a day with 16 hr of activity and 8 hr of sleep
category of activity: C, light exercise

1. Calories for basal metabolism (corrected for saving in sleep)	
Basal metabolism for 24 hr—1368 cal ($1 \times 57 \times 24$)	
Saving in sleep, 8 hr— <u>46 cal ($0.1 \times 57 \times 8$)</u>	
	1322
2. Add calories for activity ($0.36 \times 125 \times 16$)	720
	2042
3. Add calories for the influence of food (10 percent of 2042)	204
4. Total estimated calories needed for the day	2246

Activity Table

<i>Type of Activity</i>	<i>Calories per lb per hr</i>
A. At rest most of day (sitting, reading, etc.; very little walking and standing)	0.23
B. Very light exercise (sitting most of the day, studying, with about 2 hr of walking and standing)	0.27
C. Light exercise (sitting, typing, standing, laboratory work, walking, etc.)	0.36
D. Moderate exercise (standing, walking, housework, gardening, carpentry, etc., little sitting)	0.50
E. Severe exercise (standing, walking, skating, outdoor games, dancing, etc., little sitting)	0.77
F. Very severe exercise (sports—tennis, swimming, basketball, football, running— heavy work, etc., little sitting)	1.09

¹Ethel Austin Martin, *Nutrition in Action*, 3rd ed. (New York: Holt, Rinehart, and Winston, Inc., 1971), pp. 94-95.

With this kind of beginning, a teacher is likely to encounter interest and questioning rather than apathy and resentment. After such an introduction, he/she could, according to the interests and abilities of the group, plan with the students to discuss the effect of hunger on world peace, compare the individual's own nutrient shortages with those of the U.S. as a whole, or introduce a game "to help us remember some of the details about which foods have which nutrients and how much."

Some students may decide to alter their diet after checking what they actually ate for a few days, and report back in a month or so about the changes. Such behavior can be praised without any negative attention to those who choose not to do so. If students with improved diets report actually feeling less tired or having fewer colds or being able to accomplish more of what they want to do, others may be encouraged to emulate them.

It takes time to teach the science of nutrition. A week at the beginning of "the foods unit," before the cooking gets underway, will not suffice. Students are, of course, eager to cook, sometimes primarily in order to be able to eat. Why not utilize this interest to teach nutrition? The budget usually expended for the "casserole lab" and the "salad lab" can pay for a good many nutritious snacks which one student at a time prepares and serves, perhaps with a milk break, while explaining the nutritive values and why he/she chose that particular one. Some require no preparation at all. It is easy to pass the peanuts and look at the charts to see how their nutritive value compares with a fudge bar or a coke. A class might even get interested enough to sponsor a "snack wagon" in the halls between classes and make money for a pet project while dispensing only those foods with high "nutrient density" and omitting the empty calories. A contest for recipes to add to the snack wagon might generate additional interest, and even nutritious candies might appear! (For example, balls made of equal parts of peanut butter and wheat germ, dipped in melted chocolate, provide some vitamins, minerals, and protein along with the calories.)

The teaching of nutrition can be exciting for teacher and students. It can be combined with food preparation, with child development (What is more important to a child's development than what he eats?), with family relations, with consumer education. It can be a semester course or a series of mini-courses. But somehow it must be done. It is too important to be left to chance. Doing a good job in this critical area may be one of the best ways home economics teachers have to help build a positive image of the field. As the AHEA president said recently, if we don't want to be known as stitchers and stirrers, then we have to stop stitching and stirring! A good alternative is a strong emphasis on nutrition education.

In the rest of this issue of *Illinois Teacher*, we hope to offer some helps in making nutrition more vital, more enjoyable, more effective. If every home economics teacher taught one girl to eat better, feed her baby better, and avoid one case of mental retardation due to malnutrition . . . Isn't that worth a little thought and a lot of effort?

TEACHING TECHNIQUES



IDEAS THAT WORKED!

Illinois Teacher readers have many teaching techniques worth sharing, and we are pleased to be a means to this sharing. We invite you to send in brief descriptions of your techniques along with the objectives and content they were designed to implement.

We hope to include one or more in each issue of the *Illinois Teacher*.

Send to: Illinois Teacher
351 Education Building
University of Illinois
Urbana, Illinois 61801

WHAT'S IN THE BOX?

Few students of any age could resist trying to guess! "What's in the box" is a technique for teaching some of the aspects of the principle: Foods vary in nutrient value. The questions students ask can reveal levels of knowledge as well as ability to inquire and therefore serve as a means of evaluation.

Procedure: The teacher places a food in the box without the students' knowledge and closes the lid. (Care may be necessary to see that it stays closed!)

Students may ask any question *related to nutrition* which can be answered by yes or no: for example, Does one serving of this food provide at least 30% of a woman's RDA for vitamin C? Questions such as, Is it a vegetable? Is it round? Is it red? or Is it in season?, would be inappropriate.

As long as the student gets a "Yes" answer, he may continue to ask questions. A "No" answer ends the student's turn and another student begins. A student may guess the food only once; hence, if he guesses *apple* and the food in the box is not an apple, that student is out. The purpose is to prevent wild guessing and to encourage nutrition-related questions.

The student who identifies the food correctly may be given the food to eat, or score a point, or simply have the satisfaction of "getting the right answer." A team approach could be used if the technique is used repeatedly. It could be used as an "interest getter" with one food at the beginning of class for several days instead of having many foods in one class period.

What's in the Box? is an example of the inquiry technique. In addition to teaching subject matter, in this case nutrition, it also helps students learn how to learn and to develop techniques for independent learning. To prepare for adult living as well as their present everyday life, students need to learn to ask questions which will secure for themselves dependable information to solve their problems. If teachers ask the questions and students supply the answers, the students get no experience in the kind of inquiry techniques that prepare them for questioning physicians, lawyers, lenders, advertisers, sellers, landlords, social workers, politicians, insurance agents, and all the myriad of other persons they encounter in everyday living.

What's in the Box? can also stimulate curiosity and offer enjoyment in the learning process. Emotional involvement can increase motivation and achievement.



THE PROBLEM BOX

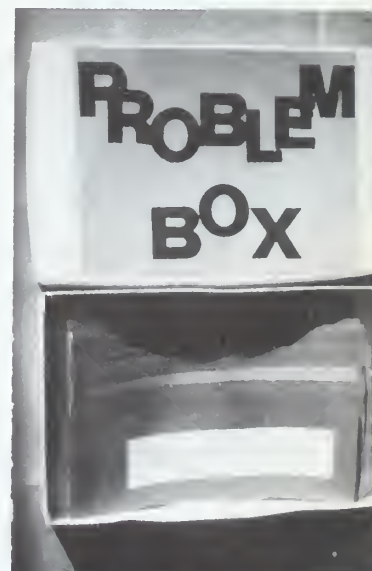
The Problem Box can be used to arouse curiosity and to individualize instruction. Students may draw at random, choose their own problem, or be assigned a problem, and the problems included in the box may be planned to meet particular teaching objectives.

The sample problems on the next page, which might be tackled by individuals or groups, have a variety of purposes. For instance, numbers 8, 9, and 10 could lead students to discover the caloric value of some common snacks or the ease with which weight can be gained. The first problem provides an opportunity to learn that few foods outside the milk group contain much calcium, and the second shows that vitamins A and C are likely to be short in some of the diets dependent upon the fast food industry. Number 12 emphasizes the value of bread and cereal in the diet and the economy of this source of nutrients.

Other problems could be added or substituted. After the students or groups have worked out their individual problems, a sharing time could allow the class to benefit from each other's efforts, and the reporting experience which might take a variety of forms could provide recognition and confidence building for individuals.

Students' questions or their nutrition-related problems could be used to add to the list.

The physical form of the Problem Box may have an effect on motivation. Here the problems were pasted on construction paper in assorted colors, and the box lid decorated with large letters of contrasting color. Pictures or other illustrations could be added.



PROBLEMS FOR THE PROBLEM BOX

1. I have a friend who does not like to drink milk. Plan a day's dietary for her making sure that she gets 100% RDA for calcium. Include meals and snacks but do not suggest anything for her, or any amount of any food, that you would not be willing to eat yourself in one day.
2. Plan a day's dietary that the "hamburger and French fry" teenage crowd would be likely to accept, making sure it has 100% RDA for vitamins A and C.
3. Plan a day's dietary that is adequate in vitamins A and C (100% RDA) without including any fruits or vegetables. Do not include any foods, or any amount of any food, that you would not be willing to eat yourself in one day.
4. Plan a day's dietary that has 100% RDA for iron including only foods (and amounts) that you would be willing to eat in one day.
5. Analyze the attached day's dietary (1) for meeting the Basic Four and (2) for meeting the 100% RDA for the 8 common nutrients and the caloric recommendation of 2000. (Attach a dietary that meets Basic 4 but short on iron and calories. Others too?)
6. Analyze the attached day's dietary (1) for meeting the Basic Four and (2) for meeting the 100% RDA for the 8 common nutrients and the caloric recommendations of 2000. (Attach a dietary that is adequate in all 8 nutrients but does not meet Basic Four.)
7. Analyze the attached day's dietary for the 8 common nutrients and add foods necessary to bring each to 100% RDA keeping calories under 2500. (Hamburger, French fries, milk shake, pizza, potato chips, coke, doughnut, coffee)
8. If you are maintaining a steady weight on your present diet and you add to this usual diet an afternoon snack of a coke (97 calories) and a candy bar (115 calories), how long will it take you to gain ten pounds? Hint: 3500 calories is a 1# weight gain.
9. Same as above except add 1 cup coffee with 1 teaspoon sugar.
10. If you are maintaining a steady weight on your present diet and you decide to drop your morning and afternoon snacks of 10 potato chips (115 calories) and a bottle of orange pop (112 calories), how long would it take to lose 5#? Hint: a reduction of 3500 calories is a 1# weight loss.
11. Plan a day's dietary that is adequate (100% RDA) in protein, iron, vitamins B₁, B₂, and niacin which does not include any meat. Calculate the cost.
12. Plan a day's dietary that is adequate in iron, protein, vitamins B₁, B₂, and niacin which does not include any bread or cereal products. Calculate the cost.
13. Prepare a bulletin board or exhibit which shows the difference in biological value of most of the common animal and plant sources of protein. Show how certain lower quality protein sources can be combined to equal a higher quality source.

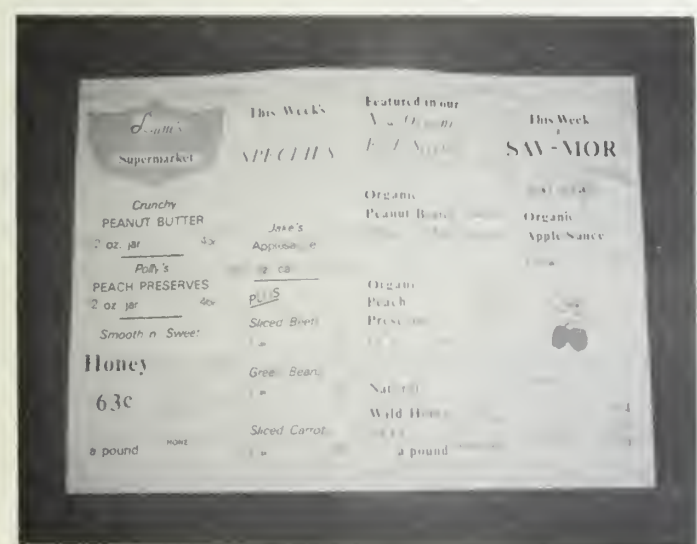
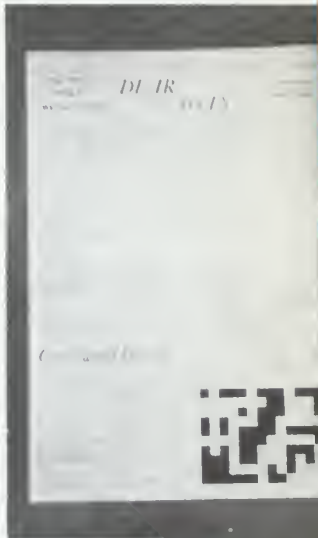
COMBATting FOOD FADS IN SIMPLE LANGUAGE

Dianne Hamilton, Graduate Student
University of Illinois

"The Nutrition Gazette" grew out of a project in the nutrition education workshop. I wanted to learn the facts about some of the recent food fads and the meaning of such terms as "health foods," "organically grown," and "natural foods." I also wanted to make some actual comparisons of prices of so-called health foods with the same foods in the supermarket's regular stock.

After considerable reading and interviewing several specialists on the university faculty and after several trips to health food stores, I planned to share my learning with the rest of the workshop. I also wished to share it with my future students, including those who read at elementary levels, and I decided upon the newspaper format.

The front page and part of the back page contain "news articles" reporting my interviews and readings. The center section consists of ads from the health food store and the supermarket, showing price differences for the same products. The newspaper also contains an Ann Landers-type column with letters relating to nutrition, and a crossword puzzle. I attempted to keep the language at about fourth to fifth grade level.



EDITOR'S NOTE: The Nutrition Gazette is available from the office of the *Illinois Teacher* for 25¢. (See order blank for Innovative Teaching Techniques sent with the last issue of the *Illinois Teacher*.) If ordered alone, add 10¢ for postage. In combination with orders for other materials, including back issues of *Illinois Teacher* (see p. 175), postage is prepaid. Size of the 4-page newspaper is 11 x 16 inches.



Deficient in Iron

Orange juice	Tomato soup	Salmon
Waffle, syrup, butter	Okra	Broccoli
Pork sausage links	Cornbread muffin	Cabbage slaw
Milk, Coffee	Milk	Roll, Butter
		Angel food cake
		Tea



Deficient in Calcium

Stewed prunes	Macaroni & cheese	Beef liver
Soft cooked egg	Peas	Tomato
Doughnut	Tea	Corn on the cob
Coffee	Popcorn	Roll, Butter, Jelly
		Watermelon slice
		Coffee

For amounts of all foods, see tables on pages 152-155.

RECOGNIZING ONE NUTRIENT DEFICIENCIES

Judy Oppert, Instructor
University of Illinois

In order to show that a diet which looks or sounds "respectable" and which may be entirely adequate in most respects can still be severely lacking in one essential nutrient, I planned four daily dietaries and displayed them with the National Dairy Council food models and the caption, "What's Wrong Today?" Each daily dietary contained at least 100% RDA for the average woman in all but one of the eight common nutrients. That one was present in less than 50% RDA, and I chose the four most commonly deficient in American diets to demonstrate: iron, calcium, vitamin A and vitamin C.

The display aroused curiosity and students began immediately to speculate about which nutrient was missing. Since they were not sure and they did not all agree, they soon scurried to the charts to find out. As soon as a student was sure of the "missing" nutrient, he put his name in a box with the name of the nutrient and the time at which he verified his choice. There was one box for each dietary. Physical, mental, and emotional involvement were all high, and learning was evident.



Deficient in Vitamin A

banana	Chili with beans	Corned beef
Wheat flakes	Crackers	Mashed potatoes
pork sausage links	Chocolate pudding	Lima beans
bread & Butter	Coffee	Biscuit
Milk		Sliced strawberries
		Milk



Deficient in Vitamin C

Prune juice	Broiled hamburger	Pork chop
Pancakes	Lettuce salad	Green beans
Coffee	with dressing	Roll, Butter
	Sweet pickle	Apricot halves
	Cocoa	Milk

The next time I use the technique, I plan to begin with the question, "Is this daily diet adequate?" After everyone votes on each of the diets, I shall announce that one nutrient is quite short in each and proceed as before. I believe this may strengthen the point that a diet that "looks good" may not be completely adequate. I also plan to add daily dietaries that are short in four other nutrients: protein, thiamin, riboflavin, and niacin.

The dietaries I used and the calculations I made are shown. If food models are not available, one can use colored pictures from can labels, magazines, advertisements, and the like.

Students may also be asked to suggest foods that could be added or substituted to make the daily dietaries adequate in the "missing" nutrient. If substitutions are made, care must be taken, of course, not to reduce the other nutrient values below 100% RDA. For further learning, cost and caloric values could be examined.

A Day's Dietary Short on Iron But Adequate in Seven Other Common Nutrients*

Food	Number of Calories	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit. A. % RDDA	Thiamin [Vit. B ₁] % RDDA	Riboflavin [Vit. B ₂] % RDDA	Niacin % RDDA	Vit. C. % RDDA
Orange Juice, 1/2 c.	55	2	2	1	5	11	2	4	113
Waffles, 7 in. diam., 1	205	13	22	6	3	11	11	5	0
Butter, 1 T.	100	0	0	0	9	0	0	0	0
Syrup, 1 T.	60	0	1	4	0	0	0	0	0
Pork Sausage, 4 oz.	250	18	0	7	0	42	12	15	0
Whole Milk, 1 c.	160	16	36	1	7	7	27	2	4
Coffee, 1 c.	2	0	0	1	0	0	0	5	0
Tomato Soup, 1 c.	90	4	2	4	20	5	3	9	22
Okra, 8 pods	25	4	10	2	8	11	10	6	31
Cornbread Muffin, 1	130	5	12	3	2	7	5	5	0
Whole Milk, 1 c.	160	16	36	1	7	7	27	2	4
Salmon, 3 oz.	120	31	21	4	1	3	11	52	0
Broccoli, 1/2 c.	20	5	8	3	39	7	10	5	127
Cabbage, shredded, 1/2 c.	7	1	2	1	1	2	1	1	30
Salad Dressing, 1 T.	65	0	0	0	1	0	0	0	0
Plain Roll, 1	85	4	3	3	0	8	3	5	0
Margarine, 1 T.	100	0	0	0	9	0	0	0	0
Angel Food Cake, 1 piece 2 1/2 in.	135	5	6	1	0	0	4	1	0
Tea, 1 c.	4	0	0	0	0	0	1	0	0
TOTAL	1773	124	161	42	112	121	127	117	331

*Source: Gail VanderJagt, "Nutritive Value of Common Foods in Percent of RDDA," Division of Home Economics Education, University of Illinois, 1971 (Calculations made from U.S.D.A. Home and Garden Bulletin, No. 72, Nutritive Values of Common Foods, 1971).

A Day's Dietary Short on Calcium But Adequate in Seven Other Common Nutrients

<i>Food</i>	<i>Number of Calories</i>	<i>Protein % RDDA</i>	<i>Calcium % RDDA</i>	<i>Iron % RDDA</i>	<i>Vit. A % RDDA</i>	<i>Thiamin [Vit. B₁] % RDDA</i>	<i>Riboflavin [Vit. B₂] % RDDA</i>	<i>Niacin % RDDA</i>	<i>Vit. C % RDDA</i>
Dried Prunes, Cooked (8-9)	147	2	4	12	19	4	6	7	2
Egg, 1	80	11	3	6	12	5	10	0	0
Doughnut, 1	125	2	2	2	1	5	3	3	0
Coffee, 1 c.	2	0	0	1	0	0	0	5	0
Macaroni, ½ c.	95	5	1	4	0	11	5	7	0
Cheese, 1 oz.	105	13	25	2	7	1	8	0	0
Green Peas, ½ c.	82	8	3	12	11	11	4	8	20
Tea, 1 c.	4	0	0	0	0	0	1	0	0
Popcorn, 4 c.	100	7	0	4	0	0	3	3	0
Butter, 3 T.	300	0	0	0	27	0	0	0	0
Beef Liver, 2 oz.	130	27	1	28	606	15	158	72	27
Tomato, 1	40	4	3	5	33	11	5	10	76
Corn on the Cob, 1 ear	70	5	0	3	6	9	5	8	13
Plain Roll, 1	85	4	3	3	0	8	3	5	0
Butter, 1 T.	100	0	0	0	9	0	0	0	0
Jelly, 1 T.	50	0	0	2	0	0	1	0	2
Watermelon, 4 in. x 8 in.	115	4	4	12	50	13	9	5	55
Coffee, 1 c.	2	0	0	1	0	0	0	5	0
TOTAL	1632	92	49	97	781	93	221	138	195

A Day's Dietary Short on Vitamin A But Adequate in Seven Other Common Nutrients

<i>Food</i>	<i>Number of Calories</i>	<i>Protein % RDDA</i>	<i>Calcium % RDDA</i>	<i>Iron % RDDA</i>	<i>Vit. A % RDDA</i>	<i>Thiamin [Vit. B₁] % RDDA</i>	<i>Riboflavin [Vit. B₂] % RDDA</i>	<i>Niacin % RDDA</i>	<i>Vit. C % RDDA</i>
Banana, 1	100	2	1	4	5	6	5	6	22
Wheat Flakes, 1 c.	105	5	1	7	0	19	3	12	0
Brown Sugar, 1 T.	51	0	1	3	0	0	0	0	0
Pork Sausage, 4 oz.	250	18	0	7	0	42	12	15	0
White Bread, 1 slice	70	4	3	3	0	6	3	5	0
Butter, 1 T.	100	0	0	0	9	0	0	0	0
Whole Milk, 1 c.	160	16	36	1	7	7	27	2	4
Chili with Beans, 1 c.	335	35	10	23	3	8	12	25	0
Crackers, 4	50	2	0	1	0	0	0	1	0
Milk Pudding (Choc.), 1 c.	385	15	31	7	8	5	24	2	2
Coffee, 1 c.	2	0	0	1	0	0	0	5	0
Corned Beef, 3 oz.	185	40	2	21	0	1	13	22	0
Mashed Potato, ¾ c.	94	5	4	3	1	12	5	12	25
Lima Beans, ½ c.	95	12	5	12	5	15	6	8	26
Biscuit, 2, 2 in. dia.	210	8	8	4	0	12	8	2	0
Frozen Strawberries, ½ c.	155	1	2	6	1	3	6	6	136
Skim Milk, 1 c.	90	16	37	1	0	9	29	2	4
TOTAL	2437	179	141	104	39	145	153	125	219

A Day's Dietary Short on Vitamin C But Adequate in Seven Other Common Nutrients

Food	Number of Calories	Protein % RDA	Calcium % RDA	Iron % RDA	Vit. A % RDA	Thiamin [Vit. B ₁] % RDA	Riboflavin [Vit. B ₂] % RDA	Niacin % RDA	Vit. C % RDA
Prune Juice, 1/2 c.	100	1	2	29	0	1	1	4	5
Pancakes, 3 1/2 cakes, 4 in. across	210	13	25	6	5	14	14	5	0
Syrup, 4 T.	240	0	4	16	0	0	0	0	0
Butter, 2 T.	200	0	0	0	18	0	0	0	0
Coffee, 1 c.	2	0	0	1	0	0	0	5	0
Broiled Hamburger, 3 oz.	245	38	1	15	1	7	12	35	0
Lettuce, 1/8 head	7	1	1	2	4	4	2	1	7
French Dressing, 1 T.	65	0	0	1	0	0	0	0	0
Sweet Pickle, 1, 2 1/2 in. long	20	0	0	1	0	0	0	0	2
Bread, 1 slice	70	4	3	3	0	6	3	5	0
Butter, 1 T.	100	0	0	0	9	0	0	0	0
Cocoa, 1 c.	245	18	37	6	8	10	30	4	5
Pork Chop, 1 (2.3 oz.)	260	29	1	12	0	63	12	29	0
Green Snap Beans, 1/2 c.	22	2	5	8	7	3	3	3	9
Plain Roll, 1	85	4	3	3	0	8	3	5	0
Butter, 1 T.	100	0	0	0	9	0	0	0	0
Apricots, 1/2 c.	110	2	2	2	45	2	2	3	9
Whole Milk, 1 c.	160	16	36	1	7	7	27	2	4
TOTAL	2241	128	120	106	113	125	109	101	41

THIS IS STATION

F-O-O-D

Adapted from a lesson by **Judy Oppert**, Instructor, University of Illinois, and **Carolyn J. Wax**, former graduate student, presently Director of Consumer Affairs, Eisner Food Stores, Champaign, Illinois.

The radio simulation can be used to teach functions and inter-relationships of nutrients in a manner that generates more interest than the usual lecture or recitation type of class. Several variations are possible. This is one we used with a group of pregnant teenagers.

We supplied eleven members of the group with basic information about eleven common nutrients (protein, two minerals, five vitamins, fat, carbohydrate, and water) via our "Inside Information about the Nutrients" bulletin. (This bulletin, written on a 4-5 grade reading level, is in a format that permits a card file of basic facts and principles with an index card for each nutrient. It is available for one dollar from the *Illinois Teacher* office. See order blank with last issue of *Illinois Teacher*.) Other sources of accurate information were also available.

The teacher served as moderator of the panel of eleven, each of which represented one nutrient and was responsible for information about her "specialty." The rest of the class represented the listening audience and each was given one or more questions about nutrition to "call in" and also encouraged to write some of her own.

As each questioner called in, the nutrient specialists responded. Sometimes one of them could answer the question, but frequently two or more had a contribution to make, and this, of course, pointed out the inter-relationships of nutrients. The teacher, in the moderator or emcee position, could add comments, ask further clarifying questions, and be sure that no incorrect information was given.

Sample questions follow:

1. Can vitamins be stored in the body?
2. When I go into a dark theater, I can't see. If my eyes take longer to adjust than other people's, could it have anything to do with what I eat?
3. Can dry scaly skin be caused by diet?
4. Can vitamins be lost in cooking?
5. Why do women need more iron than men?
6. Is it OK to skip all the carbohydrates when I'm on a reducing diet?
7. Is it possible to get too much of any nutrient?
8. Do some foods give us more energy than others?
9. I've heard that protein builds muscles. Is that right and does it do anything else?
10. Do pregnant women need extra protein?
11. Do nutrients have anything to do with nerves or mental functioning?
12. Can foods that have no fat cause us to gain weight?

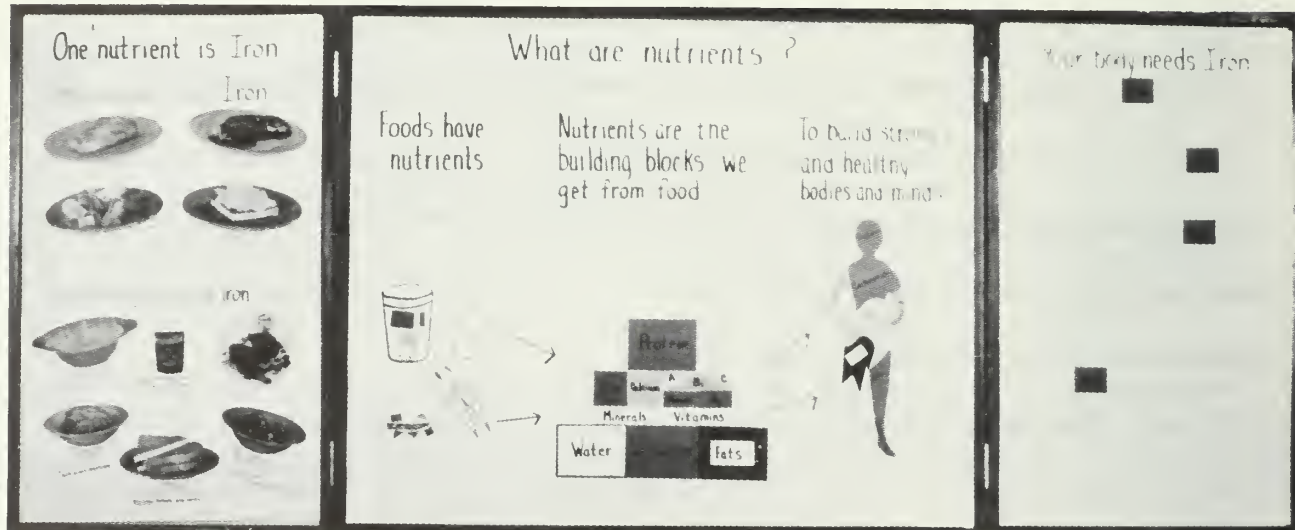
13. Why do they say that we need six to eight glasses of water a day?
14. Is there any food that helps wounds to heal faster? Or bleeding to stop sooner?
15. Is protein the only nutrient that helps us grow?
16. Is there any food that has enough of all the nutrients we need?
17. Do we all need the same amount of nutrients?
18. Do I need the same amount of all the nutrients?
19. If I can't afford meat, will beans do just as well?
20. What is anemia?

In the moderator's introduction to the show (or the announcer who introduces the moderator, if there is one) some explanation could be given as to what nutrients are and the question raised as to where the body gets the materials needed to grow, repair itself, to do work, etc. At the conclusion, the moderator might ask listeners who think they have the answer to this question now to call in and reveal their conclusion. Some expansion of this technique could be used to summarize the lesson.

Some recognition could also be given to the nutrient specialists, for example, a re-introduction of each and an opportunity for the listening audience to applaud. The moderator could also praise the listeners for sending in such good questions.

TEACHING WITHOUT A TEACHER

*Displays were prepared by **Carolyn J. Wax**, former graduate student, presently Director of Consumer Affairs, Eisner Food Stores, Champaign, Illinois.



There are times and places when teaching can be done best without a teacher present although the learning that occurs will be brought about by plans a teacher very carefully laid in advance. One such place is the "waiting room." People spend eons of time waiting for doctors, dentists, nurses, beauty operators, barbers or waiting to use laundry equipment, ride buses, cash checks, and so on ad infinitum. If there is something to read, people usually read—magazines, signs, bulletin boards, pamphlets, anything.

One such place of waiting is the pre-natal clinic. When Carolyn Wax was assigned the task of teaching these waiting mothers some nutrition (as a graduate assistant in Home Economics Education last year at the University of Illinois), she spent several weeks producing the posters shown and having a case designed to store and display them. The hinged case folded to store or carry the posters, designed in sets of three to teach one or a few related principles. The colorful posters are now on display at a local clinic, and they belong to the University of Illinois Cooperative Extension Service which financed Carolyn's assistantship while she produced them.

In the first one she tried to explain simply the concept of nutrients and how the nutrients in food provide the building blocks for our bodies. Side panels stress one nutrient, iron, and reveal food sources and why the body needs this nutrient. Simple language was used so that even undereducated mothers could understand.

The left panel says meats and eggs give iron and some other foods also have iron, e.g., enriched breads and cereals, legumes, prunes, apricots.

The right panel says:

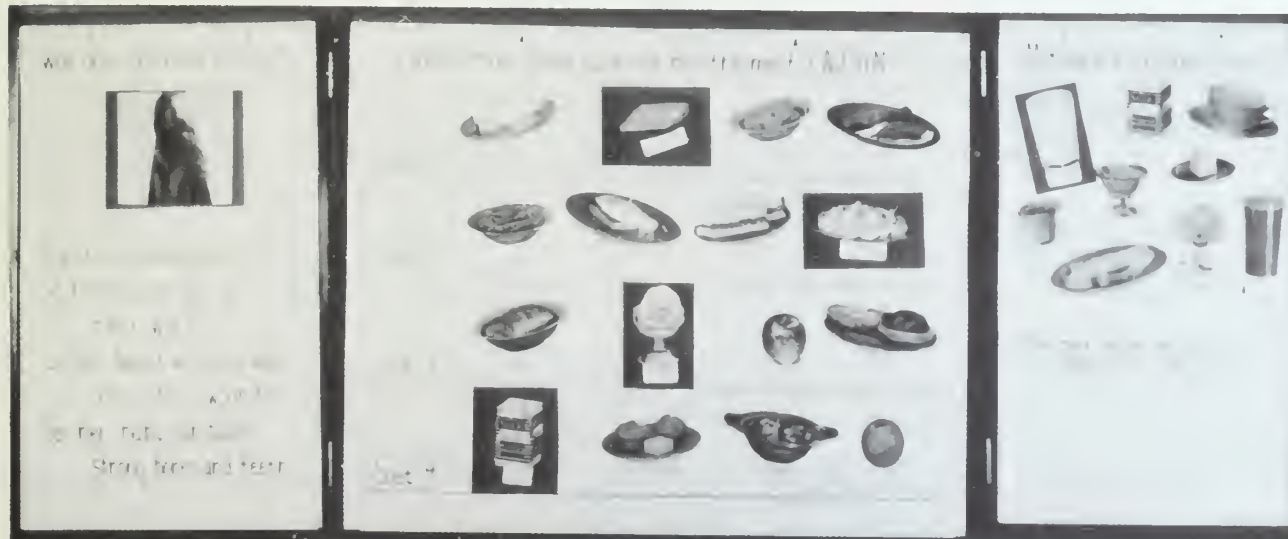
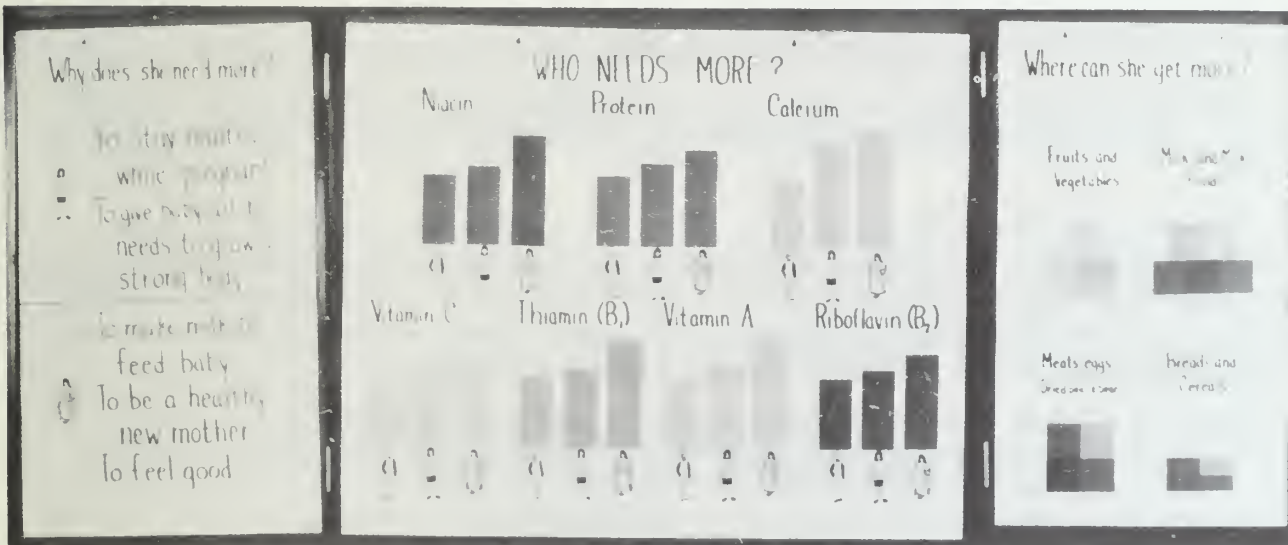
You need iron to have healthy blood.
The blood needs iron to do its work.
Without enough iron you may feel tired. You may look pale.
You may become anemic.
Women and girls need more iron than men and boys.

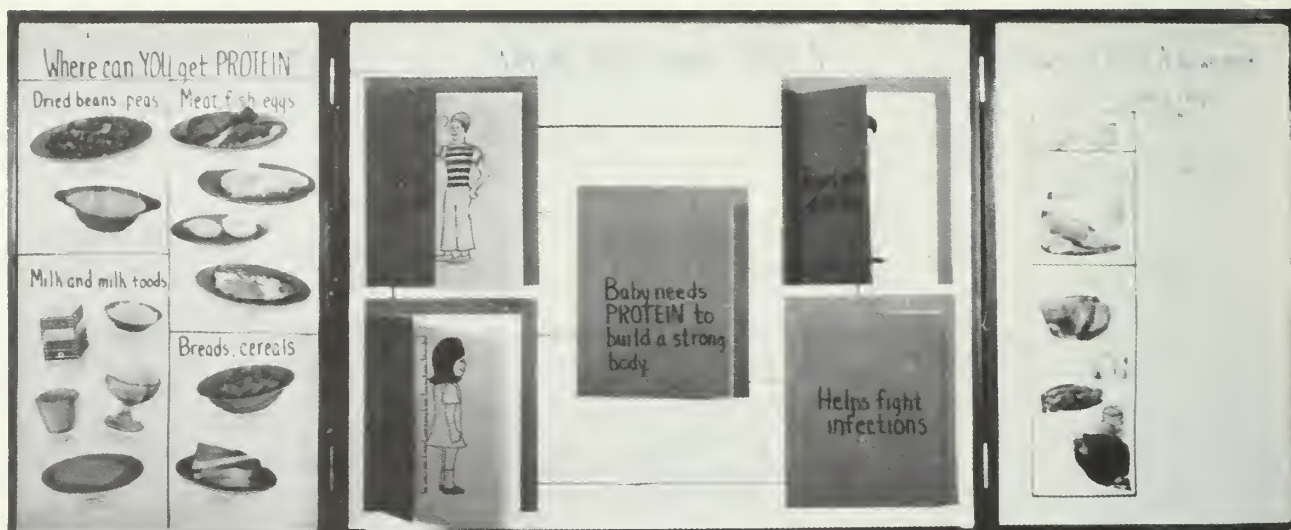
The center panel says foods have nutrients, nutrients are the building blocks we get from food to build strong and healthy bodies and minds. Colors are used to represent different nutrients in the foods (e.g., carrots, oranges, milk, and hamburger), in the "blocks," and in the body.

via displays

The second set of posters explained the extra need for several nutrients which pregnant and lactating mothers have. With the caption, "Who Needs More?", bar graphs and figures of a normal woman, a pregnant one, and a lactating mother showed how the need increases for protein, calcium, and five vitamins. The other panels answer why she needs more and where she can get more of these nutrients.

The third set stressed calcium and included a handout (not shown) titled, "Who Needs Calcium?" In the center panel the viewer is asked four times, "Which food has the most calcium?" Each set has one food from each food group, and the correct answer is always a food from the milk group. The right panel reinforces this concept by showing milk and milk foods that have calcium. The left panel explains some of the reasons why extra calcium is needed: for strong bones and teeth, so her muscles can do their work, so her blood will clot if she is wounded, and so her baby can build strong bones and teeth.





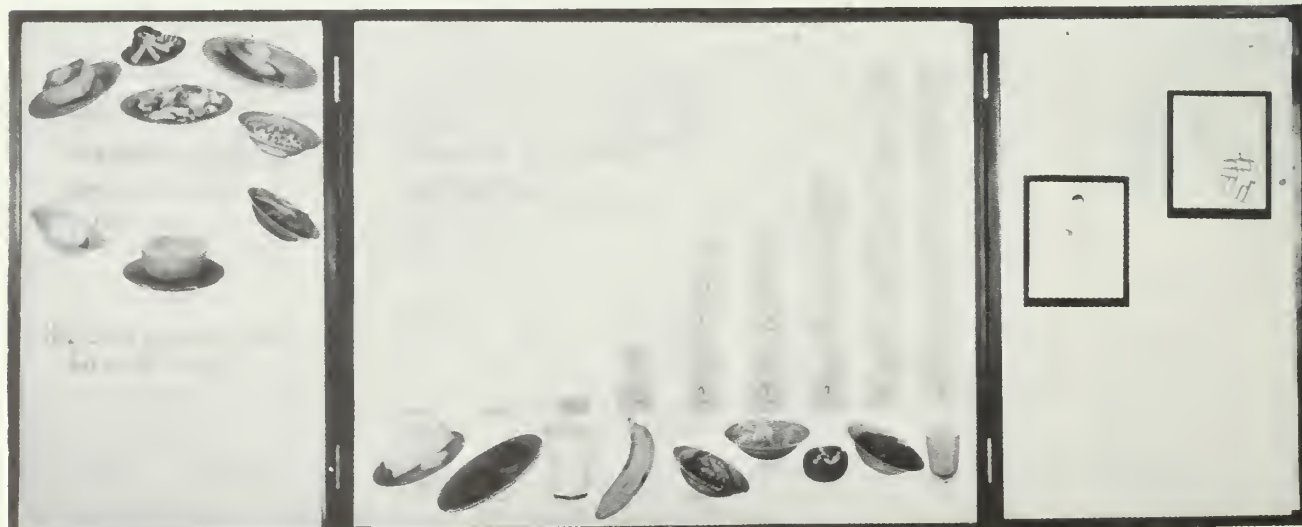
In the fourth set the waiting mothers learn about protein as they see the titles and illustrations in the "books" which answer, "Why Do You Need Protein?" Reasons include: helps fight infections, baby needs protein to build a strong body, and repairs parts of the body.

The left panel shows sources of protein in legumes, eggs, meats, milk products, bread, and cereals. The right panel shows the foods that could be combined to provide enough protein for one day.

The fifth and last set in the series stressed sources and functions of vitamin C and also included two handouts (not shown). The center panel clearly shows that bread, meat, and milk have little or no vitamin C and that fruits and vegetables vary in their contribution according to the ones chosen. Another panel explains that vitamin C holds body cells together and helps to heal burns and wounds. Other functions are given in a handout.

Preparing exhibits, displays, posters, or bulletin boards can be an evaluation technique. One could not, of course, expect from a high school student the sort of sophistication shown here, but some do have surprising talents that become visible in such activities. This may be a way for some to obtain needed recognition and to bolster their self-esteem.

Displays to teach nutrition in public places might also help citizens understand the scope of the home economics program and aid in dispelling some of the narrow view of the field.



Self Teaching Electrical Boards



Two teachers in the nutrition education workshop developed self teaching boards for their students. When the student selected the right answer a light would go on, thus giving the learner immediate feedback.

JoAnn Macander chose to teach some information about the new system of food labeling with an attractive, colorful posterboard. Each question had four possible answers, and the light for the correct answer showed through cellophane letters in a box in an upper corner labeled "RIGHT."

Patti Wylie used a wooden board with holes drilled through and "alligator" clamps on the back. With this set-up, she could change the right answers for each item when she changed sets of questions, and students could not memorize a pattern of correct answers on repeated use. Instructions for making the board, supplied by her husband Doug, follow.

List of Materials

- board: any size and any material (soft wood will not crack as easily).
- nails: 2 in. common nails, 1 in. finishing nails
- bell wire: 4 feet approximately (the amount is determined by the size of the board).
- alligator clips: 10 or as many clips as you have questions
- 2 batteries: size D cell
- one small light bulb and socket

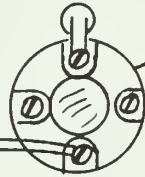
Instructions

1. Mark board for placement of common nails. (These are the answer nails.)
2. Pound nails through markings. Hint: It may help to drill holes slightly smaller than nails to prevent board from splitting.
3. On back side of board, flatten nails. (Pound down with hammer.)
4. On back side of board, for each row of nails, pound one finishing nail about half way into board. This nail is placed at the end of the row.
5. Strip insulation from a piece of bell wire. The wire should be long enough to extend around each finishing nail with six inches remaining.
6. Wrap wire around each of the finishing nails leaving the extra 6 inches at the top.
7. Use finishing nails to make battery holders. (See diagram on page 163.) Pound nails along side of batteries and bend inward. The batteries must be held tightly together. Pound one nail at front and back of batteries for this.
8. Connect wire from "wrapped around nails" to one of the nails at the end securing batteries. (this is the extra 6 inches of wire from step 6.)
9. Drill a small hole above the batteries for the bell wire to pass through.
10. Connect a second piece of wire to the nail at the other end of the batteries and pass this wire through the hole to the front.
11. Screw socket into board and attach wire from back to one of 2 terminals.
12. To the remaining terminal, attach bell wire long enough to extend to any "answer nail." At the end of the wire, hook a common nail for choosing answers.
13. Connect alligator clamps in back of board from finishing nails to bent nail for each row. Alligator clamps are easily moved to another bent nail to change answers.
14. Label as desired.

When the nail touches the correct answer nail, the bulb will light up.



NAME



LIGHT

WIRE

A

B

C

D

NAILS

2

3

4

5

6

7

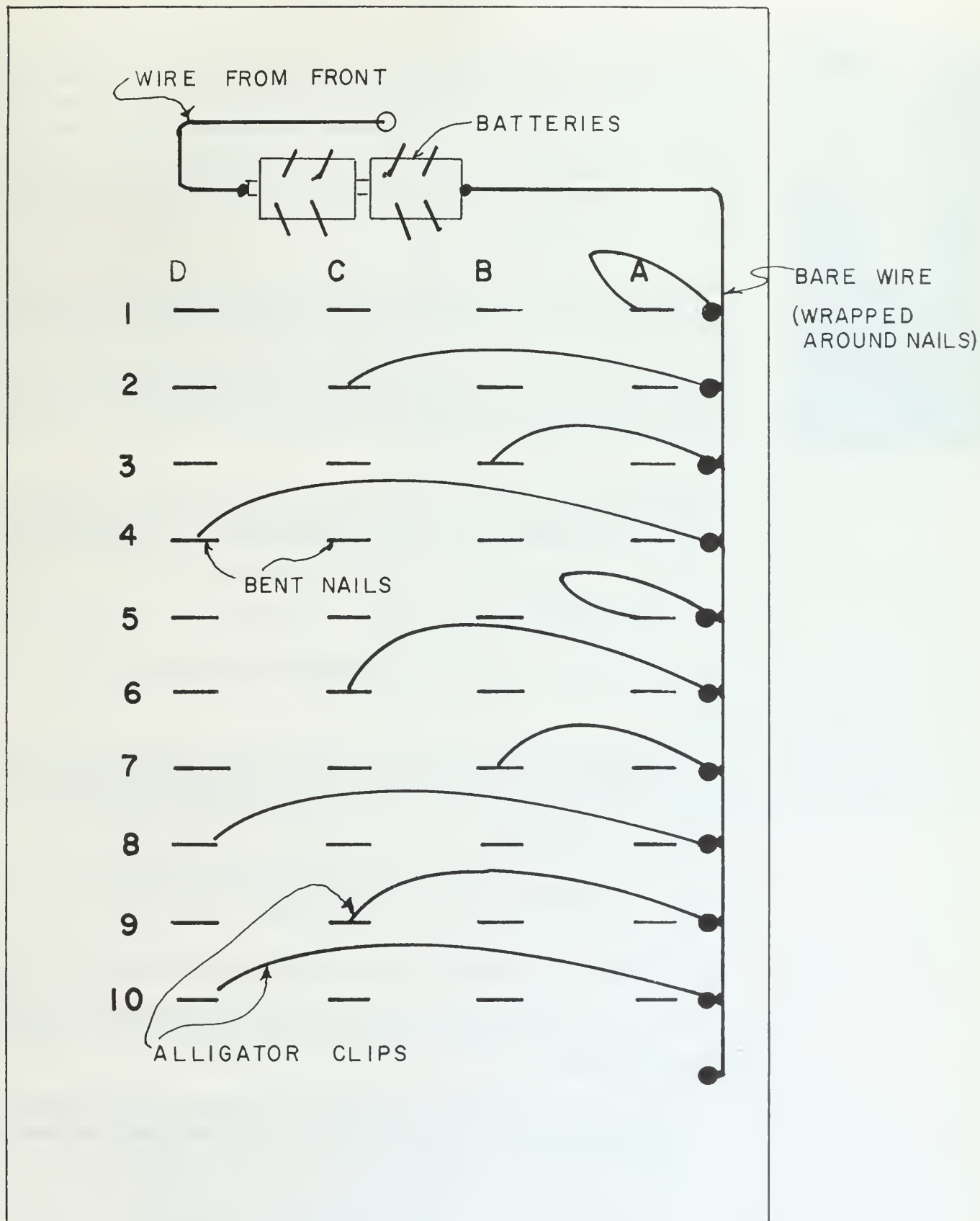
8

9

10

NAIL

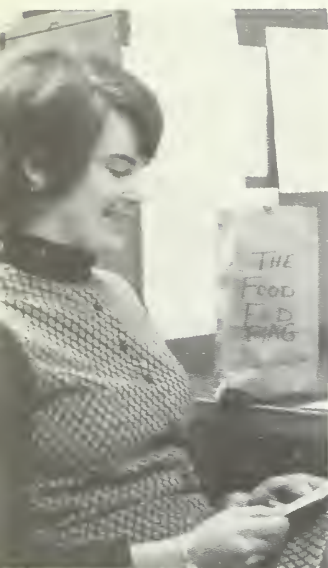
FRONT



BACK

THE FOOD FAD BAG

Ellen Hanks, Graduate Student
University of Illinois



The most important point to teach people about food fads, health foods, organic foods, and natural foods is to raise questions about food products and sources of nutrition information. Is a claim for a food product actually presented or is one left to draw a faulty conclusion from the information provided? Is the claim based on scientific truth? Who is promoting the product? Is a similar product available for less money? What is a reliable source of nutrition information? If an article about health foods is authored by a doctor, is he a reliable source, e.g., a competent, qualified nutritionist? The average physician has had very little study of nutrition in his required medical school curriculum.

This lesson was designed for the substitute teacher. The substitute can have the lesson prepared in advance and can be ready on short notice to help the student learn something meaningful. The bag with the question cards and a resource file can be assembled ahead of time. If the resource file includes some questionable resources such as the learner is likely to encounter in real life, these resources can be examined and evaluated. Therefore, any pertinent magazine or newspaper articles, advertisements, books, and pamphlets can give students experience in choosing reliable sources of nutrition information.

Objectives:

- To become acquainted with the terms health, natural, and organic foods.
- To become aware that all that is printed is not based on fact.
- To question claims regarding foods.
- To understand why some people use health and organic foods.

Content:

Health foods may refer to natural foods and/or organic foods or it may refer to dietetic foods. Natural foods claim to contain no additives such as preservatives, emulsifiers, etc. Organic refers to the growing of crops without the addition of inorganic or so-called "chemical" fertilizers.

People and organizations tend to write articles and pamphlets that benefit them in some way.

Health food claims can be objectively evaluated by experts such as nutritionists.

People use health and organic foods for various social, emotional, and psychological reasons.

Learning activities:

1. The Food Fad Bag is used to stimulate interest in the subject. A small paper bag labeled, "The Food Fad Bag," contains a number of cards each containing the question, "Fact or Fiction?," followed by a statement about foods. Sample statements:

- All edible foods are "health" foods.
- All foods are "natural" foods or made from natural foods.
- All health foods are organic.
- Organically grown food has greater nutritive value than standard foods.
- Organic fertilizers are safer than chemical fertilizers and produce healthier crops.

Chemical fertilizers poison our soil.
 Pesticides are poisoning our nation.
 Organic-labeled foods are usually less expensive than standard foods.
 Natural vitamins are better than synthetic vitamins.
 Extra vitamins give you pep and energy.
 If you have an ache or pain or feel tired, you probably need more vitamins.
 Trace mineral supplements are needed because much of our food is grown with
 chemical fertilizers that help to remove trace minerals from the soil.
 We can get all the trace minerals we need by simply eating a variety of foods.

Learners can draw or choose cards and use the available resources to determine whether the statement on each card is Fact or Fiction. Students may want to work separately or in groups.

2. As students browse and read they may express some confusion as to varying claims and conflicting information. The teacher can help students to evaluate the source and author of information.
3. If the students would prefer, the cards could be used as a game. Each team could receive the same number of cards and points could be awarded when a statement was correctly evaluated as Fact or Fiction. As evidence, several reliable sources of information would have to be presented.
4. Have the group brainstorm for reasons people choose to use health and organic foods.
5. Discuss reliable and nonreliable sources of nutrition information.

The following sources are ones many students and teachers will have access to and are representative of sources of information about food fads.

- "Attorney General vs. Phony Health Food Claims." *Changing Times*. May, 1973.
- "Common Sense Look at Health Foods." *Changing Times*. June, 1972.
- Darden, Ellington. "Olympic Athletes View Vitamins and Victories." *Journal of Home Economics*. February, 1973.
- Deutsch, Ronald M. *The Family Guide to Better Food and Better Health*. Des Moines, Iowa: Meredith Corporation, 1971.
- "Facts About Those So-Called Health Foods." *Good Housekeeping*. March, 1972.
- Fleck, Henrietta. "Combatting Nutrition Misinformation." *Forecast for Home Economics*. May-June, 1972.
- "How Healthy Are Health Foods?" *Better Homes and Gardens*. June, 1972.
- Mayer, Jean. "Those Vital-to-the-Diet Trace Minerals." *Family Health*. March, 1971.
- "Nutrition Sense and Nonsense." *FDA Consumer*. September, 1972.
- Van Horne, Harriet. "That Food Fad Bag." *Family Health*. July, 1971.
- "What's So Great About Health Foods?" *Life*. September 29, 1972.
- "Which Health Foods Are Really Better?" *Family Health*. April, 1972.
- White, Hilda S. "Organic Foods—A Growing Phenomenon." *What's New in Home Economics*. September, 1971.

Who Has Dietary Deficiencies?

Patti Wylie, Graduate Student
University of Illinois



I enrolled in the nutrition education workshop interested in learning more about how to teach nutrition in interesting ways but convinced that my own diet, and probably that of most Americans except those in poverty, was quite adequate. During the workshop I gradually became curious about this conviction and to feel enough doubt to analyze my own and my husband's diet for ten days.

I was, to put it mildly, shocked! This assignment, which I made for myself, turned out to be one of the most rewarding I had ever done. In the past I had learned, and taught, that many things influence a person's diet, e.g., personal preference, tradition (family and country of origin), and weather. I also thought this information was not particularly important since our diets would still be quite sufficient. But, to my surprise, I found my husband was deficient at least half of the time in iron, vitamin A, thiamin, riboflavin, niacin, and vitamin C. My own diet was short at least half the time in the same nutrients, except vitamin C, and I was also short on protein. On one day, for example, my diet provided me with only about a third of the iron I needed, slightly over half the niacin, considerably less than the RDA for protein, and even a major deficiency in calories. Could that be why I was tired? One day my diet was short on every nutrient except vitamin C! My husband fared no better.

Taking into account our unusual schedules and the realities of our lives, I set about trying to make some improvements. I also planned to teach my husband the value of the common nutrients, one at a time. Since the evening meal is the one on which I could make the greatest impact, I tried to make it especially nutritious each day.

To help me in my plan of action, I listed the foods rich in nutrients we seemed to be lacking which we both liked.

Iron: potpies, chili, hamburgers, pork, round steak, pork and beans.
Vitamin A: potpies, carrots, tomatoes, vegetable soup, apricots, peaches.
Thiamin: potpies, ham, pork chops, enriched cereals.
Riboflavin: milk, potpies, ham, pork loin.
Niacin: potpies, hamburgers, pork, tuna, peanuts.
Vitamin C: broccoli, potatoes, tomatoes, strawberries, lima beans.

My plan also included increased attention to breakfast and the lunch we sometimes had to carry. I tried to see that we did not miss any meals and that when we had to pick up a meal in a hurry, e.g., from a vending machine, we made the most nutritious choices possible.

Several weeks later when I analyzed our diets again for several days, I found my efforts had paid off. In summarizing the re-check, I learned my husband's intake showed no deficiencies in protein, calcium, iron, riboflavin or vitamin C. Some days he was short on vitamin A, but since it stores in the body and he had extra amounts on other days, I did not feel this to be a problem. I still found he needed more thiamin, so I determined to serve more pork, which he likes very much.

My own diet was also improved. Except for one day when I did not feel much like eating, my intake showed far fewer deficiencies than when I began my project. My greatest deficiency was the same as my husband's, thiamin. I also concluded when one is not able to eat very much, it becomes even more important to choose food carefully.

Comparing the before and after summary charts was very encouraging to me. In the first analysis the summary looked like nearly all minuses, but the second summary showed mostly pluses. I'm very glad I was stimulated to find out.

EDITOR'S NOTE:

This "testimonial" is included to provide teachers with real evidence that might help stimulate their students to analyze their own diets.

NUTRITION FOR BACKPACKERS

How can one plan a nutritionally adequate diet that is non-perishable, light in weight, low cost, easy to prepare in the wilderness, and high enough in calories to provide energy for hiking all day with a 50-pound weight on one's back?

That question led some teenage boys to learn some nutrition!

Using charts that give the nutritive values of common foods and the RDAs for their age group, they planned a combination of foods they thought would provide adequate amounts of energy, protein, iron, calcium, vitamin A, thiamin, riboflavin, niacin, and vitamin C. When a nutritionist friend analyzed their proposed diet, she agreed these nutrients and a few others were adequate, but warned, due to the small amount of animal foods, the vitamin B₁₂ was in short supply. See chart on the following page.

On an overnight hike, their planned daily diet of 40 apricots, 1 cup peanuts, ½ cup raisins, 1 quart milk, 2 cups Tang, and 2 cups cocoa seemed fairly satisfactory. But on an eight-day trip, it would be unbearably monotonous!

Hence, they set about planning for more variety, and they found that dried soup mixes, dried beans, cereals, enriched crackers, margarine, freeze-dried meats, and, for calories, some candy, would provide a change from day to day along with the original items.

They survived the trip and became converts to the principle that what you eat affects how you feel.



ONE AUSTERE BACKPACKER'S DIET

<i>Food</i>	<i>Vitamin A i.v.</i>	<i>Vitamin D i.v.</i>	<i>Ascorbic Acid mg</i>	<i>Niacin mg equiv.</i>	<i>Riboflavin mg</i>	<i>Thiamin mg</i>	<i>Vitamin B₆ mg</i>	<i>Vitamin B₁₂ μg</i>	<i>Calcium gm</i>	<i>Phosphorus gm</i>	<i>Iron mg</i>	<i>Magnesium mg</i>	<i>Protein gm</i>
40 Dried Apricots	25,615	—	28.6	7.655	.376	.024	.397	0	.158	.254	12.925	145.7	11.75
1 cup Peanuts	trace	0	trace	40.0	.624	.608	.960	0	.176	.960	8.000	420.0	64.00
½ cup Raisins	16	—	trace	.8	.080	.080	.192	0	.048	.080	6.400	28.0	2.40
1 qt. Milk (NFDMS)	2,000	400	8.0	.8	1.760	.400	.210	2.0	1.192	.936	trace	136.0	35.20
2 cups Cocoa (NFDMS)	339.3	4.6	2.3	.345	.384	.092	.105	1.0	.258	.245	1.035	—	7.94
2 cups Tang	15,000	—	320.0	—	—	—	—	—	—	—	—	—	—
TOTALS	42,970.3	404.6	358.9	49.6	3.224	1.204	1.864	3.0	1.832	2.475	28.360	729.7	121.29
RDDA													
Males 14-18	5,000	400	55	20	1.5	1.5	1.8	5	1.4	1.4	18	400	60
	+	+	+	+	+	—	+	—	+	+	+	+	+

Fill Your GROCERY CART With Nutrition

Alice Weise, Graduate Student
University of Illinois

How to get the most out of your money at the supermarket means knowing what food you need to buy to answer your nutritional needs. *The goal in wise food buying for the family, or individual, is to get the most nutritional value for the available money spent on food.* This means the buyer needs to know the nutritional value of the food and where to find nutritional information.

Did you know that the average American housewife spends more time shopping for food than she does cooking it? Half of the purchases made in supermarkets are unplanned, impulse purchases.

Keeping these facts in mind, the need for some device, or tool, to help develop shopping skills and to present nutritional information becomes vital for the consumer educator. The game, "Fill Your Grocery Cart with Nutrition," was developed by Alice Weise to help answer this need.

How does the game work? You simply go shopping for food for your family that will answer one day's nutritional requirements. The colorful game board is a grocery store with many food choices you pay for with game money. You receive a colored square for each X ($X = 10\%$) of a nutrient provided in the food you purchase. The square fits into your grocery cart which is a card with rows of squares. When you have bought and have ten in a row, you have 100% of that nutrient. There is no writing or math involved. How much nutrition you are buying is always, obviously, visible.

Elementary and secondary school students, as well as adults, have all played and enjoyed this game because the reading level is approximately at the fourth grade level and all prices are rounded off in multiples of five. A cassette has also been developed to assist the non-reader in playing the game, or to help the insecure reader to follow the directions. (This is not included with the game, but could be made available at extra charge.)

Playing this game is an actual simulation of the real decisions facing consumers at the supermarket. By developing actual shopping skills, with real prices, the player will not only be more successful at the game, but will learn concepts and skills that are adaptable to his own individual needs and situations.

The game will be available from the *Illinois Teacher* office. See pages 173-4 for further details and an order blank.



EVALUATION TECHNIQUES IN

Suggestions are made at several points in this issue of how certain techniques could be used for evaluation purposes. A few additional ideas will be offered here.

Creating or Analyzing Recipes

A. To see whether students understand principles relating nutritive values and cooking processes, they could be asked to write or analyze recipes. For example: given the following ingredients for making a salad, write a detailed recipe for a beginner to use.

Fresh or frozen green peas
Cheese
Sweet pickles
Peanuts
Lettuce
Mayonnaise salad dressing

(Did the learner direct the cook to prepare the peas in a manner to conserve the vitamins?)

B. An alternative might be: analyze the following recipe and explain whether the directions given are such as to preserve the nutrient values of the foods used. If not, suggest needed changes.

French fries

Peel and cut into strips one or two medium potatoes per person. Soak overnight in ice water. Dry with paper towels and drop one at a time into very hot fat. Fry until golden brown and drain on paper towels.

(Did the learner recognize that soaking the potatoes would cause loss of vitamins?)

Analyzing Fad Diets

Another type of evaluation which would test for broader knowledge of nutrition would be to analyze a fad reducing diet and explain why it is or is not a safe diet.

The analysis might be a search for answers to such questions as:

1. Does the diet establish eating patterns that the dieter can "live with" after weight has been controlled?
2. Will the dieter become sorry for himself or feel so hungry he will go on eating "binges"?
3. Is there sufficient carbohydrate to provide energy for the brain from the only source it can use, i.e., at least 400 calories' worth?
4. Is there sufficient protein to meet the RDA for the group to which that individual belongs, but no more?
5. Is there a minimum, but not an absence, of fat?
6. Does the caloric restriction permit a weight loss of one to two pounds per week, but no more?
7. Is the RDA for the five common vitamins met?
8. Is the RDA for calcium and iron met?
9. Is there sufficient bulk to promote "regularity"?
10. Is there sufficient liquid to provide for normal body functions?

NUTRITION EDUCATION

Recognizing Foods by Their Nutrient Values

A. In order to test for knowledge of the varying nutrient values of common foods, a teacher could provide information such as the following and ask whether the food described was a serving of broccoli, carrots, kidney beans, eggs, or pork. Learner should explain why he chose the alternative he did.

Number of Calories	Protein % RDA	Calcium % RDA	Iron % RDA	Vit. A % RDA	Thiamin % RDA	Riboflavin % RDA	Niacin % RDA	Vit. C % RDA
20	2	2	2	110	3	2	2	7

A student who understood the protein value of beans, eggs, and pork could eliminate these alternatives although other clues could also help. To eliminate broccoli they would have to know that it had less vitamin A than carrots and more vitamin C.

B. Similar information could be used to test in another way with questions following the description.

Number of Calories	Protein % RDA	Calcium % RDA	Iron % RDA	Vit. A % RDA	Thiamin % RDA	Riboflavin % RDA	Niacin % RDA	Vit. C % RDA
95	12	5	12	5	15	6	8	26
1. Could the food described above be one serving of a muscle meat?							Yes	No
How do you know?								
2. Could it be an organ meat?							Yes	No
How do you know?								
3. Could it be a cereal?							Yes	No
How do you know?								
4. Could it be milk?							Yes	No
How do you know?								

The answer to all the questions is No, of course, since the food is green lima beans.

C. Or, another example:

Number of calories	Protein % RDA	Calcium % RDA	Iron % RDA	Vit. A % RDA	Thiamin % RDA	Riboflavin % RDA	Niacin % RDA	Vit. C % RDA
7	1	1	2	4	4	2	1	7
1. Could this be one serving of a vegetable?								
How do you know?								
2. Could it be a fruit?								
How do you know?								
3. Could it be a sweet snack?								
How do you know?								
4. Could it be cheese?								
How do you know?								

This one is to test student's understanding that within food groups, there are wide variations in nutrient value. Despite its rather low values, even in vitamins A and C, it is a vegetable, iceberg lettuce. There are a few fruits with such low nutrient values, too, but for them, e.g., apple, the caloric values would be higher, so the answer to the second question is No.

The food to be described and the questions or alternative choices would, of course, depend upon the teaching objective for which one was evaluating, and each question or each alternative would be included for a particular purpose. No trick questions that require unnecessarily fine discriminations!

The information used to describe the foods was taken from the booklet, "Nutritive Values of Common Foods in Percent of RDDA," available from the *Illinois Teacher* office for \$1.00. It includes about 175 common foods.

Recognizing Relations Between Nutrition and Body Conditions

A. To see if learners recognize that nutrition is a vital part of every day life, they could be given a story such as the following and be instructed to underline every phrase about each character which might have some relation to nutrition or the character's nutritive status. (We have underlined the relations, as we see them).

Jane was sitting on the bed crying. She didn't have a date for the big event and she thought she was ruined.

"I know I'm skinny," she said to herself, "and my skin is rough, but Sally is fat and she has a date."

What Jane did not recognize was that the boys did not really care whether she had peaches-and-cream complexion and they didn't mind if she was a little underweight. What bothered them was that she was irritable a lot and they liked a happy date.

As Jane sat there feeling sorry for herself, her grandmother came in. Jane really didn't want to see her right then. She loved her grandmother, but she was always complaining. She had lost all her teeth, her mind wandered, and her bones broke easily. At present her arm was in a sling and Jane knew she wouldn't be in a very jolly mood. She didn't want to hear about grandmother's diarrhea either, so she politely excused herself and went downstairs where her brother was playing records.

She found him lying on the floor listening to the loud music.

"You OK?" she asked.

"Dead tired," he replied. "I was short of breath on the track today."

About that time their father came bouncing down the stairs, full of energy. "You guys want to go get a hamburger?" he asked. "Your mother and I feel like a little break."

"OK, let's go. Hi, Mom, looks like you cleaned house after work today. Are you tired?"

"No, I'm fine. Feeling great really, to have it all done." Jane wondered how her mother could feel great. She certainly would have been tired after all that. She was glad her parents always seemed to be in a good mood.

"Come on, Granny, we'll get you some ice cream," called Jane's father. As they all went to the car, her brother stumbled and fell on a piece of glass. They thought the cut would never stop bleeding.

B. Students could be asked to write an ending for the story with or without suggestions or questions such as, Does this family need help?

CONSUMER EDUCATION

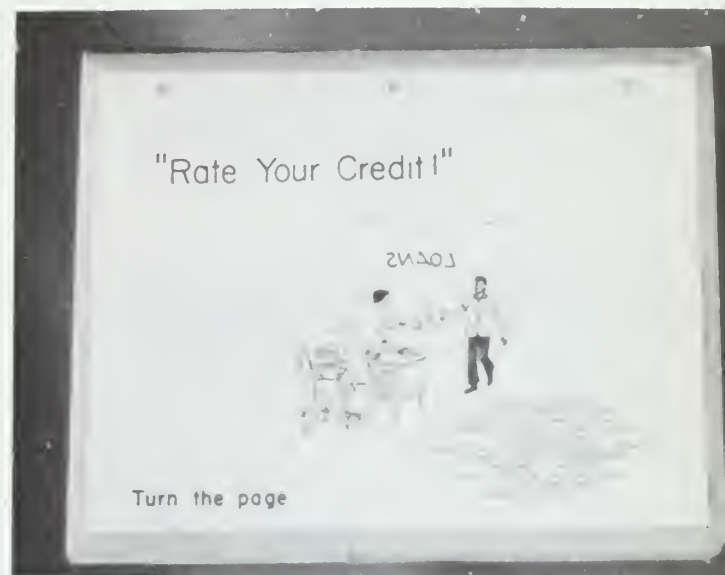
New Materials Available

The materials listed below were prepared as a cooperative project funded partially by *Illinois Teacher*, but primarily by the Adult Basic Education Division of the Illinois Office of the Superintendent of Public Instruction. The Adult Basic Education Division distributed their copies to their constituency and gave *Illinois Teacher* permission to distribute the remaining ones to interested persons at a handling charge to cover the latter's costs. So—while they last—you may benefit from this cooperative effort.

1. *Rate Your Credit*, by Alice Wiese

\$ 2.00

This is a two-part package to teach the components of a credit rating. The first is a self teaching kit with a scoring device through which the learner scores himself on several factors (e.g., age, income, employment) and discovers whether his total score makes him a suitable credit risk. The second part is a game for two or more in which the object is to improve the factors and become able to secure credit. Reading level is low. Suitable for youth and adults of varying ability levels, including the slower students.



2. *Annotated Bibliography of Games and Simulations in Consumer Education, 1973*, by Gwen Blucker, Graduate Assistant, Home Economics Education Division, University of Illinois. 97 pp. This work contains a three-page evaluation for each of 32 published games and simulations related to various aspects of consumer education. The evaluation includes questions in three areas: educational possibilities, student interest, and physical characteristics. Sample questions: Is the information accurate? Does winning require knowledge rather than luck? Is the game flexible for different age groups and ability levels? Is the game easy to store? Source, price, subject matter, reading level, etc. are given.

\$ 1.50





3. *Fill Your Grocery Cart With Nutrition* by Alice Wiese
This food buying game including a colorful board and cards representing the supermarket grocery cart, foods, etc., teaches principles related to consumer education and nutrition. Reading level is low. Suitable for youth and adults of varying ability levels including the slower learners.

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ILLINOIS TEACHER OF HOME ECONOMICS

REACHING ALL MINORITIES THROUGH HOME ECONOMICS

HOUSING — DESIGNING FOR PEOPLE'S NEEDS

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TEACHER



TO TEACHER

Housing seems to be an area of home economics that often gets pushed aside or ignored completely in the classroom. I know many of you are teaching housing and doing a good job, too. But some may not, and I'm afraid it may be because they have the mistaken idea that they must be interior designers in order to teach the subject!

As a professional interior designer myself, I know how easy it is to say, "Use this, this, and this and you'll have a beautiful room." Simple, but it seldom means a returning client! On the other hand, knowing my client has little use of one arm and then planning her kitchen for greatest convenience and ease of maintenance is a lot more challenging and rewarding because I have met her needs.

And that's what this issue is all about — **meeting people's needs!** We'll be downplaying the "rules" and emphasizing people's needs in the planning and teaching of housing and home furnishings.

We are indeed honored to have our AHEA President Satenig St. Marie lead off this issue with *Homes Are For People*. With excerpts from her new book by the same title, she challenges us to consider the impact of the home environment on the development of individual human beings. Some of her questions may conjure up responses you haven't thought about in a long time.

With the emphasis on career or occupational education today, teachers in Mississippi asked for and received help in teaching home furnishings. Dr. Mary Faulkinberry tells how a summer workshop was conducted with a professional interior designer as resource person. Actual skills needed for employment in a designer's sewing room or in one's own home were emphasized. Each workshop participant made samples of various drapery window treatments.

Those of you who teach minority groups may enjoy knowing some ethnic idiosyncrasies and how they affect a person's needs and views regarding housing. Although not true for everyone of a particular minority group, we feel the idiosyncrasies are true for the majority.

If needs are important in planning housing, and we think so, then it follows that housing must affect family relationships. Today's trend to multi-family housing due to land scarcity, rising costs, and environment preservation may cause a conflict with people's needs. Jim Braden explores what the effect may be upon people and offers a lesson plan designed to involve students in planning activities which will allow them to visualize different land use patterns for housing plus encouraging students to consider the possible effects housing may have on specific family relationships.

Better Housing For Minorities Can Be A Reality by Fred Teer exemplifies the struggle to get an urban development housing project established. Unlike many such projects, this housing project was designed and built to meet the anticipated occupants' needs. As teachers, we hope this article will help you to understand the needs and problems of this minority group a little better.

Low-cost decorating ideas for the creative as well as the average person are provided in two articles, *Low-cost Decorating Yields Productive Learning Experiences*, and *More With Less — Decorating On A Shoestring!*

No issue on housing would be complete without considering the need for home safety. Dr. Hazel Taylor Spitze's article, *Safety in the Home*, provides several teaching techniques which may be used with all age groups.

Knowing you are busy people, we have included annotations for books, journals, magazines, pamphlets, and teaching aids relevant to housing which we hope you will find useful in your classroom or just interesting reading.

Rounding out the issue are two housing simulations, another teaching technique, for your use "as is" or with adaptation.

My hope is this housing issue will challenge you to emphasize people's needs in all of your planning and teaching of housing and home furnishings.

Sue Summerville

Assistant Editor

Maslow's Hierarchy of Human Needs¹

Self-Actualization Needs

*[Being all that one
is capable of being]*

Esteem Needs

*[Self-respect, respect
of others, recognition]*

Love and Belongingness Needs

[Friendship, affection, acceptance]

Safety Needs

*[Security, protection from physical harm,
illness, economic disaster, etc.]*

Physiological Needs

[Food, drink, sex]

¹A. H. Maslow, *Motivation and Personality* (New York: Harper and Row, 1954), pp. 80-98.

HOMES

ARE FOR PEOPLE

THE ROLE OF HOME as an environment for human growth is a significant one. It has the potential to support human life in a meaningful way, influencing the development and behavior of individuals and families and improving their quality of life. So often, however, home seems to become a stage set according to rules and clichés, instead of an environment planned to help individuals grow and develop to their fullest potential. The impact of the home environment on the development of individual human beings is just beginning to be recognized.

A new approach to teaching home furnishings, one that emphasizes creating homes to meet human needs, can provide an exciting new challenge to what, up to now, has been a very traditionally-oriented subject. What makes the difference? And how can we help individuals develop the know-how to create an environment to which individuals can relate?

Perhaps the best place to start is with human needs. One of the most important needs of people, according to Erich Fromm, is the need to feel the creator, to express individuality.

Mathew Dumont describes it another way:

We must learn that the environment is responsive to us, that some part of the cosmos, however small, yields to our touch, is beckoned by our will or is shaped by our hand. If we do not learn this at all, we carry the burden of a severe emotional disability. If we learn it inadequately or out of scale, we may have difficulty in mastering our own impulses or we may become preoccupied with the will to power, *a need to control others that will dominate our lives as well as the lives of our victims*. If we do learn this lesson well and in proper scale and then are thrust into the environment which is no longer responsive to us, we become enraged. . . . The need to feel some control over the environment, to leave a fleeting imprint of one's foot or hand or soul on the matrix of the world is a basic psychological need and the frustration of that need can wreak havoc.

Here, then, is one need to be considered in planning homes. Creativity need not be art work, but any opportunity for individuals to express themselves in planning the environment in which they live.

MASLOW'S HIERARCHY OF NEEDS

Many of you are, no doubt, familiar with Maslow's hierarchy of needs. The first five levels are shown on the opposite page. Reading from the bottom to top, we find the most demanding, the physiological, forming the base. (The two not included on the chart are the need to know and the need for beauty.) Maslow feels human behavior is motivated by a desire for satisfaction of several different kinds of needs, from the most demanding or physiological to the higher or self-actualizing needs. Some take precedence over others.

Once the lower needs are fulfilled to some degree, then the next level begins to emerge; "gratification of one basic need opens consciousness to domination by another 'higher' need." Hence, the gratification of one's physical and safety needs can lead to an awareness of the need for love and belongingness; the gratification of this level can lead to the need for esteem and, then, to the need for self-actualization—the need to be what one is capable of being.

Usually, all levels of needs exist in people to some extent most of the time. The need for food need not be fully satisfied in order for the needs of safety, love, esteem, and self-actualization also to be present. Each individual interprets his needs according to his

Satenig S. St. Marie
Director of Consumer Affairs
J. C. Penney Company, Inc.
New York, New York



Complete information regarding all quotes and references in the article may be found in St. Marie's book, *Homes Are For People*, New York: John Wiley, 1973.

own culture, tastes, values, feelings, family, attitude about self, job, and money.

HOMES CAN INFLUENCE SATISFACTION OF NEEDS

The degree to which home influences our satisfaction of these needs, of course, depends on the individual situation. The potential is obvious. We already furnish homes to help people meet the needs at the base of Maslow's hierarchy. It is meeting the less tangible ones that must be carefully considered. For example, homes planned to be a flexible setting for family or group activities, where individuals need not be concerned with fragile furnishings, but can, instead, be concerned about each other are contributing to the development of people. They can fulfill the intangible needs for esteem, recognition, and belonging.

Opportunities for all family members to share in responsibilities for the home as well as decisions about the home can also contribute to meet the intangible needs in the hierarchy. It is especially important for families to provide these kinds of experiences for little children, too—not just the adults. This does not mean that beauty needs to be sacrificed for function, but that people's other needs as well as the need for attractiveness must be important in planning the home environment.

THE SPACE BUBBLE CONCEPT

Still another need we all have is the need for personal space. According to Dr. Edward Hall, professor of anthropology, Northwestern University, individuals use and experience space in everything from interpersonal relations to the architecture of the buildings in which they live and work. Furthermore, each person has around him an invisible bubble of space that expands and contracts according to what he is doing at the moment and his position in each given social situation, for example, whether he is in a leadership position, a guest, or a member of a group. It is also influenced by his cultural background and his emotional

state.

This invisible bubble is always with the individual. Others seldom are permitted to penetrate it, and if they do, it may be for only limited periods of time.

How do you know when your space bubble is being disturbed? By your senses. Space is perceived by all the senses, and each sense makes its own contribution to the perception of space. Auditory space is perceived with the ears, thermal space with the skin, kinesthetic space with the muscles, and olfactory space with the nose. Therefore, your space bubble can be overcrowded as much by overstimulation of the senses—too much noise, too much undesired physical contact, too much thermal heat, too many odors—as it is by the physical limitation of space.

CONSIDER THE FOLLOWING:

- How do you feel when you sit in a chair recently vacated by someone else when you can still feel their body heat on the chair?
- Has the noise from a neighbor's party, TV set, or barking dogs ever annoyed you?
- What happens when too many relatives come to visit and stay for an extended period of time, causing crowded living conditions in your home?
- What is your reaction to the smell of burned food? Cigarette smoke? Perfume?
- What kinds of feelings do you experience when you are bumped in a crowded bus, train, or subway?
- How do you feel on a bus, train, or plane if there are children crying continually?

HAVE YOU EVER STOPPED TO THINK ABOUT YOUR OWN REACTION TO SPACE NEEDS?

- When you walk into a room or an office, do you sit in the chair nearest or furthest from the other person?
- Do you automatically pull your chair closer as conversation gets underway, or do you push your chair back, indicating that your space bubble is being penetrated?
- Have you ever felt that some rooms were

closing in on you?

- How do you feel if someone sits very close to you and continuously touches you during a conversation?

Dr. Hall says that the size of your space bubble is influenced to an extent by your ethnic background—

Contact persons—those who touch others when they talk may come from Eastern European backgrounds.

Non-contact persons—those who keep their distance, may well have a British, Scandinavian, or Oriental heritage.

We don't permit very many people to penetrate our space bubble according to Dr. Hall.

HOW DO WE RELATE THIS TO HOME FURNISHINGS?

Contact Persons Might Want These Space Arrangements:

- A large kitchen where several people can work together at once, or where more than one activity can be carried on at one time.
- A bedroom used by two children where shared activities are encouraged.
- Chairs in the home placed close enough where individuals can "touch" the person they are talking with in conversation.

A Non-contact Person Would Want:

- A small kitchen that excludes other persons from working there at the same time, or a large enough kitchen where activity areas are separate and there is ample space around each so more than one person can work without coming in contact with the other.
- A shared room with definite divisions of areas for use by each individual.
- A tiny room for a place to study so that there is space for no more than one to work at a time.

Also it is interesting to note that each generation has less space due to population increase, building costs, and less availability of

space. Note how much more space there was in Victorian houses than in today's smaller homes with lower ceilings.

The implications of this need for space and the consequences of not enough space for human bubbles is just being recognized. In one research study, they found that social and physical pathology doubled when room size fell below certain limits.

EVERYONE NEEDS PRIVACY

Still another need that home can do something about, is our need for *privacy*. Louis Brandeis said that the right to be let alone is the most comprehensive of rights and the right most valued by civilized men.

Privacy is the key to psychological survival. Individual sanity and self-maintenance depend on it. We need to communicate—but we also need to withdraw to reaffirm a sense of selfhood. There is a threshold beyond which interaction is unendurable. It is because people frequently take leave of one another that the interaction linking process maintains itself. How individuals are able to regulate and control the way they relate to others has a decided effect on sanity.

Overcrowded homes that do not permit even a moment's privacy for individuals or husbands and wives, force family members to devise their own ways of satisfying this need, and may mean that they have to go outside the home for it. This, of course, can lead to many other problems.

Many cultures have nourished the need for privacy through customs and behavioral patterns. Perhaps the most classic example of this is the Japanese garden, no matter how small, with its symbolic beauty that is planned for private contemplation. The Arabs dress their women in purdah (a heavy veil covering face and head), to shield them from the eyes of others, but indirectly purdah also provides privacy for the individual clothed in it.

THE NEED FOR SOCIALIZATION AND INTERACTION

One more important group of human needs

is that of socialization and interaction.

Erich Fromm says that failure to achieve interpersonal fusion can mean insanity or destruction of self or others.

The family, of course, is a primary source for learning socialization and home as the environment for the family has the potential to provide for unlimited opportunities for interaction. Current research seems to indicate that if society continues to separate adults from active participation in the lives of children, and if the resulting vacuum is filled by peer groups divorced from the rest of society, that we can anticipate increased alienation, indifference, antagonism, and violence on the part of the younger generation in all segments of society, including middle class as well as disadvantaged.

The solution seems to be in trying to bring about the greater involvement of adults and children in each other's lives and responsibilities. The first place to start in planning for interaction continues to be the family and its home. The environment for the individual, which home provides, is not just physical, but psychological and social as well; it is one in which reciprocal efforts of individuals within the family take place at and among all age levels.

This type of planning could accomplish more than one purpose. If the family includes grandparents it can provide an opportunity to show youth that older folks are worth living with for their strength, experience, and wisdom. If carefully planned, it can also bring about a feeling of self-respect and worthiness needed by the aged ones. Both groups can learn from each other and can influence each other, too. Homes consciously planned for this may include areas for games (chess, etc.), areas for children and parents to be together while carrying on separate pursuits, and planned activities for family members.

Of course, it must be recognized that interaction does not involve family members alone. Friends and guests also play a part. And families do use home and its furnishings to make a statement about their values and their life-style. To a degree, this impression value is important in setting the stage for interaction.

But it must still be an honest impression if it is to help the individuals in the family relate to it, even as a background for socialization.

Homes that become show places for company, with museum-like rooms furnished for display, not only inhibit interaction, they also indirectly say to the family that outsiders are more important than family members.

What I've discussed so far is really just scratching the surface. There's so much more to consider, such as the need for sensory stimulation, the need for beauty, planning areas rather than rooms in the home, the influence of noise levels on people, the psychological effects of color, personal reactions to design, the relationship of furnishings to one another. These are all discussed in my book, *Homes Are For People*.

Benjamin Disraeli declared the importance of home with these words: "The best security for civilization is the dwelling, and upon proper and becoming dwellings depends more than anything else the improvement of mankind." Winston Churchill said it another way: "We shape our buildings and then they shape us."

The article, "Man's Perpetual Pursuit—Shaping His World Into A Proper Habitation," from *House Beautiful*, April 1960, states it still another way:

The history of man is written in the habitations he has wrested from nature. Each civilization has left us, as the main statement of its values, the edifices man erected to house himself or honor his gods. The characteristic that will mark 20th-century man, and particularly the American of this century, is the persistence with which he struggles to create a fitting habitation for his own personal life and for that of his family. The opposite of materialistic, as some critics claim, this urge to create a fitting and significant habitation for daily life surely reflects the feeling that man is the most important thing in life. For when man is housed so that he can grow and develop the creative soul within him, each generation surpasses the last and the whole human race is moved toward divinity.

This to me is the ultimate and most noble purpose of furnishing homes for people, for only as individuals grow and develop to their fullest potential can they manage the challenge of a changing society.

Teaching Salable Skills In Family Living

"I NEED HELP in teaching home furnishings" is a plea that many home economics teachers are making today. Moreover, the present day emphasis on career or occupational education also places a great deal of responsibility on educational institutions to equip home economics teachers to meet the needs of all of their students. To prepare adults as well as in-school youth for jobs in sewing rooms of interior designers, for working in home furnishing shops, for home-based employment, or for making furnishings for one's own home is a goal of occupational education.

In order to help home economics teachers meet specific needs of their students, the University of Southern Mississippi offered a special course for teachers, Cooperative Extension personnel, and other home economists. During the summer of 1973, a three week intensive course in home furnishings featured a local interior designer who is an associate member of the National Society of Interior Designers, a faculty member in the Environmental Design Department of the University, and a member of the Art Education Department as resource persons.

Included in the course outline were demonstrations on making lined and unlined French pleated draperies, tiebacks, cornices, swags, cascades, Austrians, festoons, valances, sheers, custom bedspreads and shams, dust ruffles, tablecloths, decorative pillows, and wall hangings.

EMPHASIS ON THE OCCUPATIONAL ASPECT

In contrast to traditional classes in home furnishings, the regular staff and resource persons emphasized very strongly the occupational aspects of home furnishings with emphasis on employment requirements. The shortage of skilled employees to work in sewing rooms of interior designers and of homemakers who are capable of producing quality draperies were cited as evidence of vocational opportunities. As a result, the participating teachers should be able to provide their students not only with information

concerning the vocational opportunities in this area, but also with the opportunity to acquire certain skills required by the trades.

In order to reinforce the occupational emphasis of the workshop, the interior designer willingly shared a number of professional techniques with the home economics teachers. As different techniques were demonstrated, a completed model was available for inspection at all times. This resource person began the demonstration by improvising a professional cutting table from regular classroom equipment. Wooden risers provided a comfortable working height; fabric wrapped over a large sheet of celotex provided a professional work table; and corsage pins were used instead of the regular dressmaker pins.

Another feature of the demonstration involved the use of special tools and equipment of the interior designer. During laboratory sessions each class member participated in activities which provided experience in using these special tools. Such techniques as using glue to apply braid to valances instead of sewing, and the emphasis on hand sewing certain parts of the draperies for a quality appearance, were presented to the class. Choice, utilization and installation of drapery hardware

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*The interior designer, left,
displays a sheer embroidered
curtain for a few class members.*





Dr. Mary Faulkinberry, second from left, and three other class members examine a swag and jabot valance.

received adequate explanation. In addition, a method for computing the amount of material needed to construct draperies occupied a great deal of time and effort.

INEXPENSIVE DECORATING IDEAS

Also included in the demonstrations were inexpensive decorating ideas which teachers could use in assisting youth and adults of low-income groups to beautify their homes. One such idea was to cover a plywood headboard with fabric so that it has a professional touch, and this process was demonstrated. Floral sheets were suggested as an inexpensive material for decorating. Other unique ideas were proposed. These suggestions were very appealing to teachers.

Creative techniques in home decoration involved wall hangings of additive or subtractive yarn designs, trapunto quilted pieces, and macramé. Each class member designed her own wall hanging with assistance from the environmental design teacher and the art education teacher. These activities were taught by the university personnel to encourage originality in home decorating.

The demonstrations were scheduled in the mornings and supervised laboratory sessions in the afternoons. Each member of the class formulated her own objectives in order to meet her own instructional needs. However, in order for each teacher to develop the necessary skills required in constructing draperies, each class member was required to make one lined and one unlined French pleated drapery sample. Each member also made at least one

wall hanging and as many of the other home furnishings as desired.

Many of the class members made teaching models of everything that was demonstrated. Moreover, a number in the class planned and compiled a complete unit for teaching home furnishings in their own school situation. If a class member had problems in any area, the activities were repeated until the problems were solved. Extension personnel and home service employers also prepared teaching materials to meet their needs.

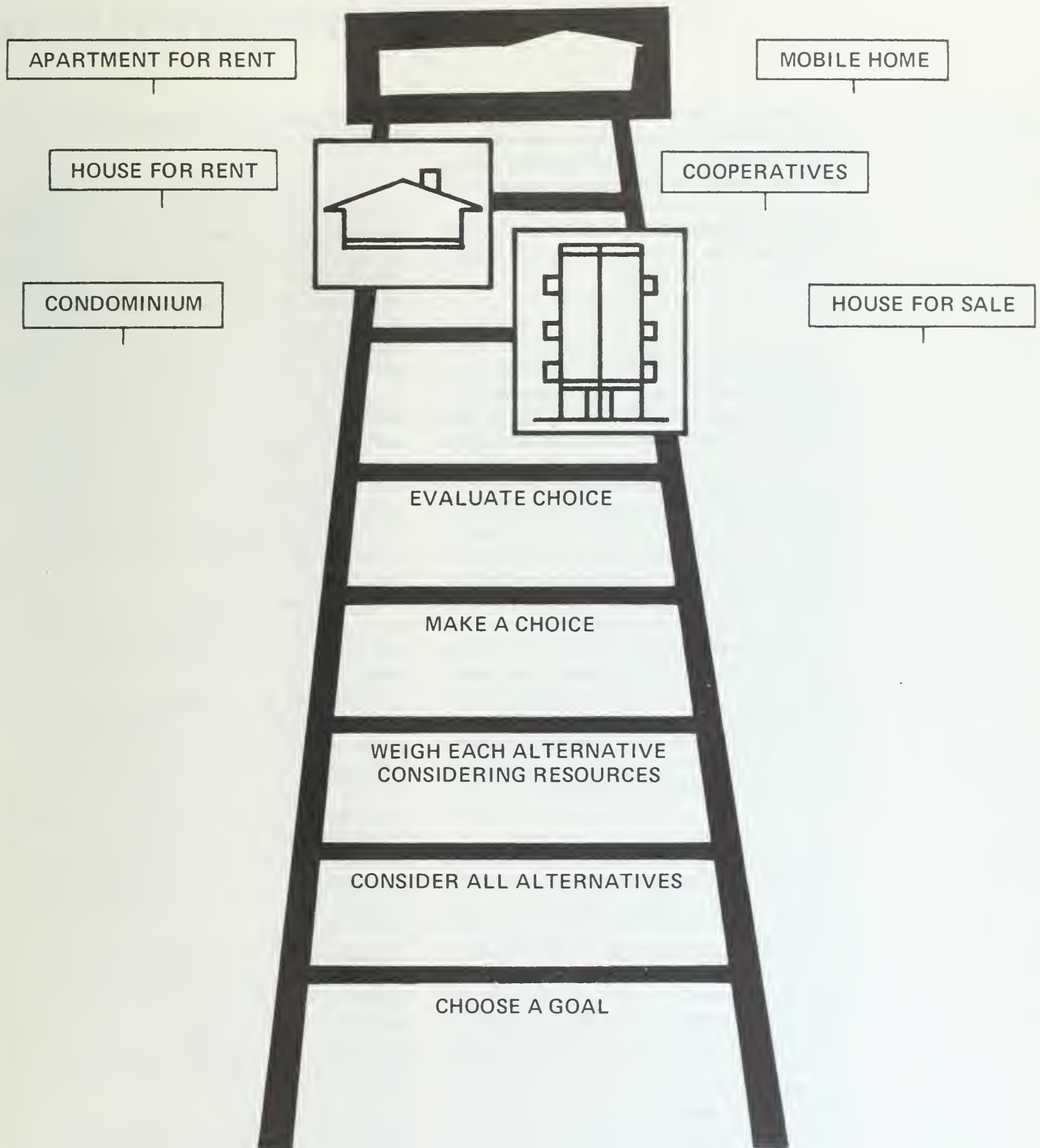
EVALUATION

One class member who commuted three hundred miles each day to attend this class expressed the thoughts of many when she wrote in her evaluation of the class:

Each class has been so informative and interesting that the time has just flown by. Never before have I enjoyed a class as much as I have this one. Questions were asked freely and answered clearly and thoroughly. It was well worth the efforts I have made in attending and I will be able to share many ideas with my students.

The tremendous response to the usefulness of this course from the forty class members has encouraged the University to include it for a second time in the 1974 summer schedule. The success was due in large part to the interior designer who shared her trade secrets with home economics teachers. She climaxed the course with a field trip to her workroom and then to her home which has many of the innovations which she had stressed in class.

CLIMB TO A DECISION*



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ETHNIC IDIOSYNCRASIES

CAN AFFECT STUDENT'S NEEDS

When the idea was proposed to explore people's ethnic idiosyncrasies with relationship to housing, I contacted Mr. Henry Spies, assistant professor of building research for the Small Homes Council at the University of Illinois, for his thoughts and viewpoints on the subject. The article is written following an interview with Mr. Spies.

HOUSING TEACHER JANE DOE couldn't understand why her predominantly Polish class insisted upon putting a large lamp in front of a picture window each time they planned a living room setting. She had certainly told them enough times that it was poor design! Whether you agree with the rule in design is not the problem here. The reason Jane Doe's students refused her idea was an ethnic idiosyncrasy; many Polish families consider a lamp in front of their picture window a real status symbol.

Sometimes knowing your student's needs: background, family life, interests, etc., isn't enough. Very often, it is a little thing, such as an ethnic idiosyncrasy, which if known ahead of time, could avoid a lot of teacher-student frustration. This is particularly true in teaching housing and home furnishings.

Mr. Spies says —

- low-income Southern people transplanted to the North dislike grassy lawns.
- many Polish people prefer yellow, not red, brick homes.
- low-income people dislike homes with weathered or rough-finished exteriors and/or interiors.
- low-income people need the security provided by junked cars, trucks, etc. around their homes.
- 90 per cent of the homes in America are traditional in design.
- the typical image of an American home is a white-painted house with shutters.
- low-income people prefer a house on a lot, to an apartment or duplex.
- few blacks or low-income people of any race live in mobile homes.

ETHNIC IDIOSYNCRASIES HAVE EXPLANATIONS

How often have you driven through a migrant neighborhood or by an urban housing development and observed very few grassy lawns? It's very easy to draw upon our middle class values and say, "these people just don't appreciate the nice things in life." Actually, the reason for dirt lawns rather than grassy ones may be due to an ethnic idiosyncrasy. In the South, low-income people have found that snakes like to hide in grass. If families are going to allow their children to play outside safely, they have to eliminate the snake sanctuary. Thus the ideal solution is to have a hard-packed, neatly swept dirt yard. When some of these low-income families move North, the memory of dirt yards is hard to replace with our middle-class value for a neat grassy lawn.

Many Polish people tend to select yellow brick, over red brick, largely because yellow brick is predominantly used for homes in their native Poland.

In general, low-income people tend to dislike homes with rough-textured exterior (rough-sawn, weathered, or stained siding; shake shingles; rough brick) and/or rough-finished interiors (sand-plastered walls, rough-sawn paneling, stained wood). Many of these people lived in, or remember their ancestors who lived in old, weathered shacks and they don't want their new home to be a reminder of former hard times. Their ideal is to have something new, smooth, and shiny.

Another tour through low-income housing neighborhoods calls attention to the large number of junked cars, trucks, etc. sitting on the streets or around houses. Again it would be easy to say, "these people are just lazy, unneat," but more often it's another ethnic idiosyncrasy.

Very few low-income people own a new car. New to them may be a six-year-old used model. Finding and then affording parts for old models is a big problem, so having several junk cars sitting around for repair parts is an economical savings and convenience. This is very similar to farmers who stock-pile their

AND VIEWS REGARDING HOUSING

old machinery to use for repair parts or to the person who saves everything because "I might use it some day." The only difference is the farmer and the "saver" are able to hide their stock-piling from public view while the low-income city dweller must use the streets.

TELEVISION INFLUENCES OUR IDEAS AND VALUES

Mr. Spies believes television has had a tremendous influence in shaping people's ideas and values. If you will think for a moment about television programming, you may agree with Mr. Spies when he says television promotes the traditional: single family, traditionally-styled houses (few apartment settings); traditionally-styled furniture (very little contemporary, French, or other period styles); traditionally middle-class jobs (professional people, white-collar workers, privately-owned businesses); and traditionally middle-class standards and values.

Evidence of television's influence may be the fact that Mr. Spies estimates 90 per cent of today's homes across the nation are traditional in style. And this appears true regardless of people's financial income or social rank.

A survey was conducted of 110 astronaut families' homes in Houston. Although one might expect such a modern, scientifically motivated man to have a unique modern or contemporary home, the survey showed only three astronauts' homes to be of that style. The remaining 107 homes were traditional in style.

Television also seems to promote the ideal American home as the white-painted house with shutters, sitting on its own lot. Although many building contractors are getting away from the white-painted house (at least in the upper middle-class purchasing bracket), you will still often find shutters on almost every style of house. Many of the low-income, federally-funded homes are still the one-story, white-painted house with shutters, each on its own lot.

Why does television have such an influence on people, in particular low-income people? If you were unemployed, could afford little or no

outside-the-home entertainment, or seldom saw a newspaper or book, wouldn't long hours spent viewing television begin to influence your values of "a better life"?

BUILDING HOMES FOR MINORITY GROUPS

The early promoters of urban-development housing were both disappointed and amazed when their large complexes of apartment units failed in promoting self-esteem among the tenants, reducing crime on the streets, beautifying the neighborhood, and other anticipated objectives which the designers had envisioned.

Although other reasons may have contributed to the breakdown, one of the main reasons was a little ethnic idiosyncrasy which the designers had failed to take into consideration. These low-income people valued their own house on its own lot. Television has certainly promoted this image as a good value to achieve. Thus moving into a large apartment complex, no matter how new or with what advantages, was not their idea of a "step up." Promoters and builders soon learned that personal pride cannot be established or transferred just by moving people into new surroundings, particularly when, in many cases, these people did not desire such a move.

Experience Demands Changes

Over the years the building industry has learned new considerations are necessary for building for minority people (the low-income). We have found that apartments renting for \$250 and up can be built in density, 400 or more per unit, and the people (middle-income and up) will readily accept. But with low-cost housing, building developers have found that no more than 10 families can be grouped together successfully in a complex. These people's ideal of an individual house on its own lot begins to emerge.

Mr. Spies feels building quality for low-cost housing needs to be higher than for middle and upper income housing for two reasons. First, these people spend more time in their home, e.g., many are unemployed. Second, there are

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often more people per square foot of living space (large families of six or more) than in a middle-income family home (family average of four).

With more people and more time spent in the home, Mr. Spies feels builders need to be using $\frac{5}{8}$ " particle board for interior walls rather than the customary $\frac{1}{2}$ ". Unfortunately builders tend to cut quality in order to keep the total cost down. Due to the wear and tear which a low-cost house receives, builders estimate five years of living in a low-cost house equal to fifteen years of living in a medium-priced house. The implications have a far reaching effect upon American society. Builders can have a steady market with the rapid turnover and replacement of houses; low-income families may find themselves paying substantially more for maintenance, repairs, or new housing due to low-quality (low-cost) construction which allowed them to be able to purchase the house in the first place; cities, in future years, may find themselves filled with more delapidated homes reminiscent of today's urban problem.

Once designers began to consider the low-income family's needs rather than just building costs and middle-class values, builders began to include air-conditioning in low-cost housing. Designers discovered that without air-conditioning, the people became hot and uncomfortable due to possibly an inadequately insulated house and/or many people per square foot of living space. The people would then go outside to escape the heat, congregate on street corners or lots for lack of anything better to do, and often trouble (racial or criminal) would occur. With the added comfort of air-conditioning, the people are more content to stay at home and forego the street scene. Thus, trouble is less likely to occur.

A greater stress on fire-resistant building materials has resulted because of these families' needs. Many low-income families consist of many children but only one parent and he/she works. This means many children may be left at home alone, often for many hours at a time. The hazard of fire must be eliminated or reduced. Builders are beginning to use concrete for walls and floors. Concrete blocks are

now available pre-painted to cut a builder's labor cost for painting interior and exterior walls. Although excellent for fire protection, concrete is very poor for insulation purposes.

Steel doors have the advantage of being fire proof, but the disadvantage of being heavy and difficult for children to open. In the Southwest, builders are using more and more of the adobe housing construction. A lost art is being revived due to its great insulating quality, inexpensive cost, and resistance to fire.

MONEY MANAGEMENT BY MINORITIES

The following example provides insight into how some low-income families manage their money, another area where teachers could be helping students. The University of Florida in cooperation with the Federal Housing Authority established a building project for low-income families.(1) In order to qualify for housing within the project, a family had to have been turned down for financing by every other loan corporation. The theory behind this building project was that individual and immediate counseling by qualified people living within the project could overcome the high risk of non-payment which these people had previously experienced.

An office was opened within the building project to handle rent payments and to provide immediate counseling to the tenants. The people could make payments daily, weekly, or whenever the family breadwinner got paid. At the end of the first year, these formerly high-risk tenants had an 85 per cent paid-up rate! When the payment and counseling office closed and the tenants had to send a monthly payment to a downtown office, a year-end survey showed an 85 per cent foreclosure rate among those same people.

Why? There were several reasons. In general, low-income families do not use banking facilities, so with no checking accounts they had to buy money orders to send their rent payments. Because they are generally cash-in-hand people, it was tempting to spend the money for other things and difficult to save enough money for one large monthly payment. They needed the personal contact which the

project payment and counseling office had provided to motivate them to make payments and to allow them to make accumulative payments whenever they had the money.

MOBILE HOMES ATTRACT FEW MINORITY PEOPLE

It's interesting how an ethnic idiosyncrasy of valuing one's own home on its own lot can affect the building industry. According to Mr. Spies, 90 per cent of the homes of \$20,000 or less are of the mobile home variety. And yet, very few blacks or low-income people live in such homes. Although it's a single family home on a single lot, because it is on wheels these people do not consider it permanent. We tend to find mostly lower middle-income whites living in mobile homes. Unfortunately, in spite of all the advantages attributed to mobile home living, the one great disadvantage is the large amount of energy a mobile home uses in relation to its square footage of living space. And, with our present energy crisis, we must consider alternatives to or else improvements of mobile homes.

WHAT IS HAPPENING TO THE AMERICAN DREAM?

If we agree that television does influence people's goals and values, then we must consider an even more serious problem in view of our nation's energy crisis. Television is raising people's expectations to a point where someday, maybe even in the near future, our nation will not be able to satisfy them. We know that presently there are not enough resources in the world to maintain even the newly-emerging countries, let alone our own if we continue at our fast-consuming pace.

Our nation has always projected the image that if you work hard, someday you will have everything you have always wanted—the American dream. Mr. Spies believes this is no longer possible. He feels our cost-of-living will continue to rise, and consequently our standard of living will have to change. He further contends that many Americans who “don't have” now, will never “have”. And then

a new problem will emerge. When these people realize they will never reach “the American dream,” Mr. Spies questions, “What will happen then to our society?” Let us all hope we are capable of facing and rising above such a situation if it should occur.

CONCLUSION

As a teacher of housing and home furnishings, knowing and understanding people's real needs and ethnic idiosyncrasies can be the difference between self-contentment and frustration. We can and should still be concerned with design and art principles, but maybe elimination or de-emphasis of the “rules,” which middle and upper-class society have set as “all important,” would lead to happier individuals. Helping an individual to plan and create his own housing geared to his own needs and those of others around him can be a very worthwhile experience for both teacher and student or designer and client.

References

1. Housing and Home Finance Agency. *Low-Income Housing Demonstration Program: Project Directory, September, 1965*. Washington, D.C.: Office of Administration. p. 12.

DOES HOUSING AFFECT FAMILY RELATIONSHIPS?



THE CLUSTER CONCEPT

One kind of multi-family dwelling unit, a cluster, isn't exactly like an apartment building, nor is it exactly like a single family house on its own lot; rather, it's similar to both. It's like single family houses arranged side by side as in a row house development; or like a variety of one, two, and three-bedroom apartment style units grouped together or stacked up with four or five other similar units to house four or five families. These clusters of family or individual dwelling units aren't as large or impersonal as an apartment building, but rather they tend to provide a "village" atmosphere of informal socialization among the inhabitants of each cluster. This grouping allows interaction between families, married couples without children, or single adults who might happen to be living near each other. The space saving is remarkable with no useless side or front yards as in typical suburban home sites, and no time-consuming maintenance on those spots for the cluster dwellers. Most often, there is a common open space which may contain a swimming pool, recreational facilities, or just grass, trees, flowers, and benches.

Some city planners and architects like Moshe Safdie, the designer of Habitat (multi-family housing project) for Montreal's Expo '67, predict that such multi-family dwellings are the wave of the future.⁽²⁾ They see more and more families living in such densely inhabited clusters where privacy is still maintained (if designed like Habitat) with an access to group cultural opportunities available to everyone and even "built in" to the multi-family developments. These may range from housing developments with a close proximity to major urban cultural opportunities, as typified by Habitat's nearness to downtown Montreal; or more personalized group activities in cluster development club houses where parties, movies, and games might be held or cluster swimming pools, tennis courts, exercise rooms, and the like.

However this may be viewed, as the result of a scarcity of land in metropolitan areas, a growing concern for sound environmental

WHEN WE THINK of a home and family, what do we visualize? A typical response might be: a house on its own little plot of land, surrounded by trees, flowers, and grass with other houses near by. This is part of the American middle-class cultural ideal for family life and one which many of us actually grew up knowing as our own family environment.

Was it a good way to live? Many of us, again remembering much of the good and pleasant, think that it was. Why should anyone ask? We *should* ask, since a number of recent societal and environmental changes are beginning to make this life style a thing of the past.

First of all, land values near cities have skyrocketed, beyond the ability to pay, for the average family, and the cost of house construction has also risen nearly "out of sight". Fewer people can afford to build their own house on its own piece of land. In response to this land scarcity, rising costs, and a concern for preserving the environment by the most efficient use of space, there is developing a trend toward multi-family dwelling units.⁽¹⁾

*Mr. Braden was a visiting Instructor in Home Economics Education, University of Illinois, at the time this article was prepared.

practices, or the very recent trend toward smaller families, it seems like more and more families are finding that multi-family housing clusters provide a satisfying way to live.

WHAT IS THE EFFECT UPON PEOPLE?

What does this mean to the individuals or families who choose to live in a multi-family cluster? How do family interaction patterns differ between a cluster family and those maintained by the more typical suburban family with its own separate house and lot? Are they different at all? Related to these questions are several statements about the environment from the Proceedings of the 1970 White House Conference on Children.

We . . . have a habit of separating physical problems from social problems in our thinking. Those most interested in the physical environment focus their attention on air and water pollution, noise, the preservation of open spaces, or the visual abominations afflicting our surroundings. Those who champion social concerns think about segregation, substandard housing, poverty, or juvenile delinquency. . . . yet these are not two separate classes of problems. The physical environment influences the social environment; the social environment often determines how we deal with the physical environment.(3)

Literally applied to the questions concerning housing patterns and their effect on family relationships, we might conclude that differences could logically exist between typical suburban families and cluster families. The physical environment affects the social environment, and housing patterns alter the structure of interpersonal family relationships within a family and in the ways in which that family relates to other families. In what ways does housing affect a family's interaction pattern and what are the differences between suburban family and cluster family interaction patterns? The exploration of these differences and how they might develop is the object of the following student activities. These activities are arranged in the form of a lesson plan outline with objectives, activities, and evaluation suggestions. Each teacher may adapt as much or as little of the lesson plan

objectives and activities for use with his/her own students as he/she wishes.

OBJECTIVES

- **To involve** students in activities which allow them to visualize different land use patterns for housing.
- **To allow** students to visualize and create model land use simulations which demonstrate ecologically sound and wasteful land development patterns for increasing population density.
- **To promote** the verbal expression of student opinions, questions, and self-discovered answers to problems of land use, ecology, and family relationships.
- **To encourage** the verbal and written expression of student learning related to the possible effects housing may have on specific family relationships (e.g. mother-child).

CONTENT (PRINCIPLES)

American family life is lived in an increasingly urban-suburban geographic setting.

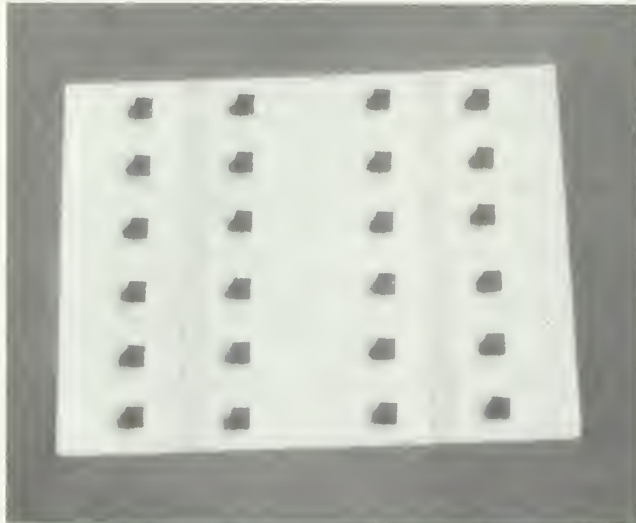
Arrangement of housing affects relationships between separate families and the relationships between members of the same family.

TEACHING TECHNIQUES

Teacher distributes 8½ x 11 sheets of paper representing land (e.g., about six acres) and 24 half-inch pieces of wood representing houses and asks the students who are sitting in groups of three to five to plan how the houses should be arranged on the land and how all the land should be used.

Teacher asks for volunteers from each group to explain why they chose their particular arrangement of houses and to show their patterns of land use to the rest of the class.

Teacher poses this question to the student groups: How might your particular arrangement of houses affect the daily living patterns and interpersonal relationships of those indi-



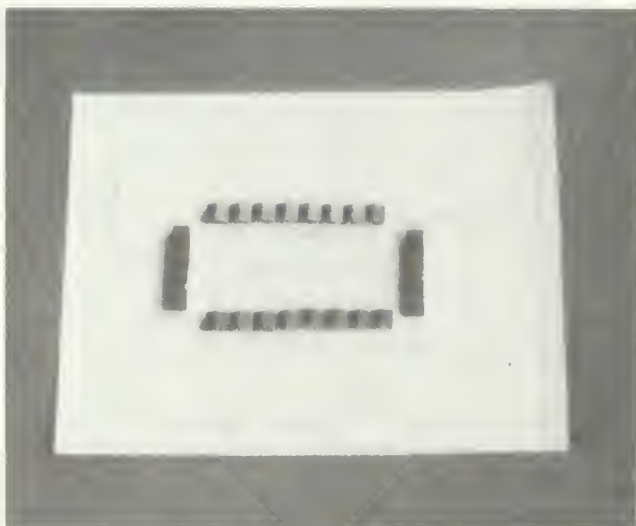
One Example of a Grid Pattern

- detached houses
- lots equal in size
- lots same shape
- straight streets and lot lines
- several streets
- space around house privately owned
- driveway and parking at each house



One Example of a Curvilinear Pattern

- detached houses
- lots unequal in size
- lots varied in shape
- curving streets and lot lines
- several streets
- space around house privately owned
- driveway and parking at each house



One Example of a Cluster Pattern

- houses adjoining on one or both sides
- no "lots" or driveways
- one straight street
- off street parking in one parking lot
- commonly owned ground
- space for commonly owned pool, gardens, picnic and recreation areas, children's play yard, walks, tennis courts, etc.
- small space behind each house and individual spaces in garden could be private

viduals and families inhabiting them. Teacher lists student responses on chalkboard. The teacher then asks how might these patterns be different from those which could exist if the housing development were built on some other design. Teacher lists those on the chalkboard next to the other list. A comparison of the two lists is made with a student discussion of their implications for affecting family relationships. Teacher shares illustrations of grid, curvilinear, and cluster arrangements from magazines etc. including those on pages 192-6.

Other Questions for Discussion:

- A. Which arrangement. . .
 1. provides more safety for children?
 2. seems more spacious?
 3. uses more space for cars and streets?
 4. promotes more interaction between families?
 5. allows more space for trees, grass, gardens, etc.?
 6. requires more fuel for heating?
 7. affords more privacy?
 8. is better for the environment?
 9. promotes more interaction between age groups?
- B. What if. . .
 1. each house became two-story and housed two families without increasing the amount of land?
 2. the lots were cut in half and each was then about 30 x 90?
 3. the space were in a city where no cars were needed?
 4. the climate were severely cold for a long season?
 5. the neighbors could not get along?
 6. most of the space were planted in fruit and nut trees?

POSSIBLE STUDENT RESPONSES FOR CLUSTER DEVELOPMENT

Pool and recreational facilities serve as adult and child meeting places, thus allowing inter-age group contact on a daily, informal basis.

The recreation center could also provide a day-care center for the mothers of the devel-

opment, thus freeing part or all of their day for other activities.

More opportunity for adult and peer group socializing during the day, since mailboxes, parking facilities, children's play areas, etc. would be close to each other or shared.

Open space, in natural or maintained (grass covered and cut regularly) conditions, which provides easily accessible recreation to all the members of the development.

Little or no private maintenance of yards which usually occupy the weekends of typical suburban men (and women), thus freeing them to spend more of their leisure time with their families.

POSSIBLE STUDENT RESPONSES FOR GRID OR CURVILINEAR DEVELOPMENT

None of the above facilities or opportunities for adult/child interaction patterns would be likely to occur in a typical suburban subdivision.

Much adult work time would be spent maintaining yards and property, which doesn't necessarily involve their children.

Families are more isolated from other families, with fewer occasions for informal, spontaneous gatherings or conversations.

There is more privacy.

EVALUATION

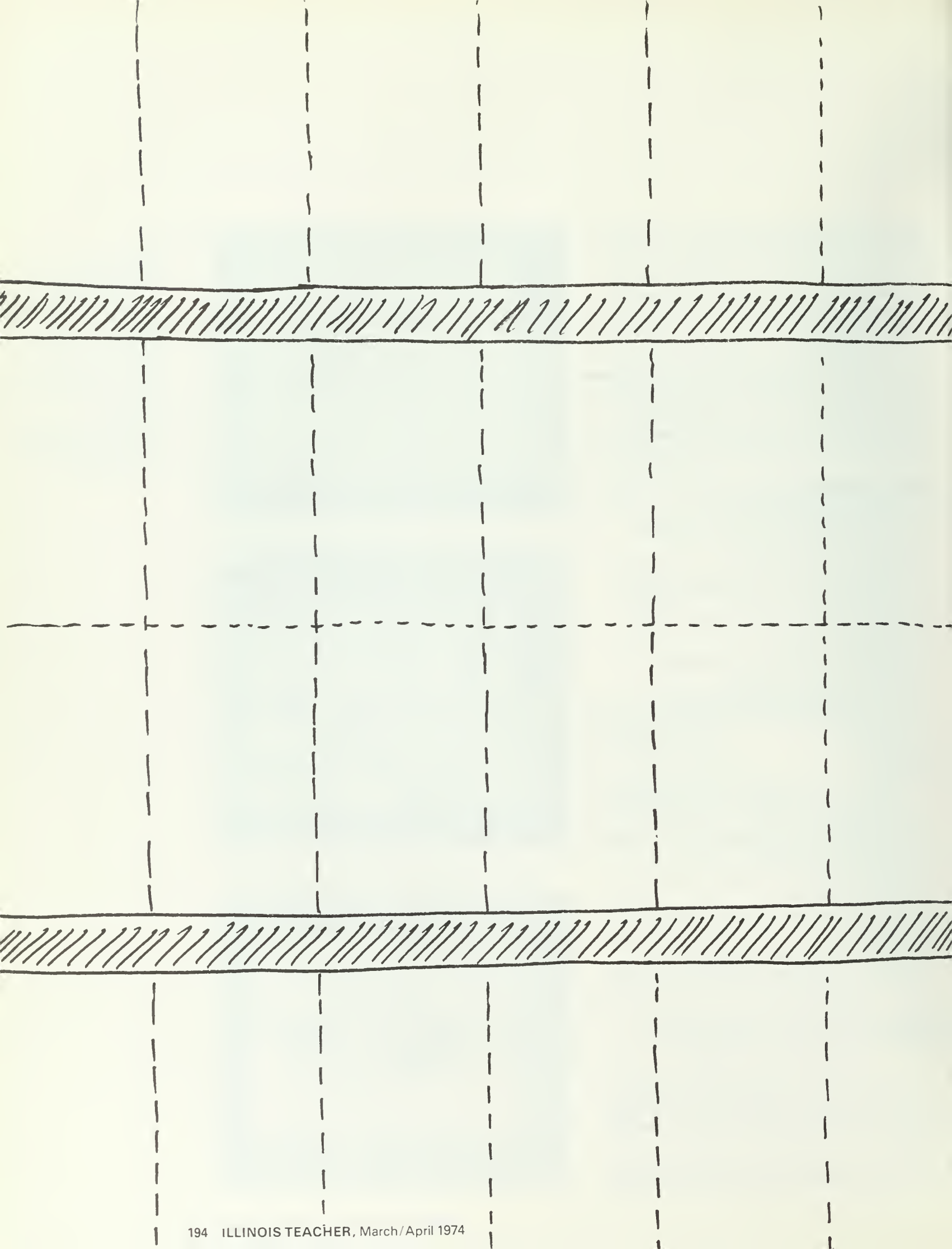
Observed evidence of student involvement by their performance of the lesson plan activities, particularly participation in the land use planning exercise.

Student lists, verbal responses, and teacher lists showing student thoughts and ideas.

Student comments on the lesson's relationship to the way they grew up, live now, or plan to live in the near future.

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2. *White House Conference On Children: Report To The President*. Washington, D.C.: Government Printing Office, 1970. p. 307.
3. Safdie, Moshe. *Beyond Habitat*. Edited by John Kettle. Cambridge, Massachusetts: M.I.T. Press, 1970.



GARDENS

PARKING

WALK

WALKS

CHILDREN'S PLAY YARD

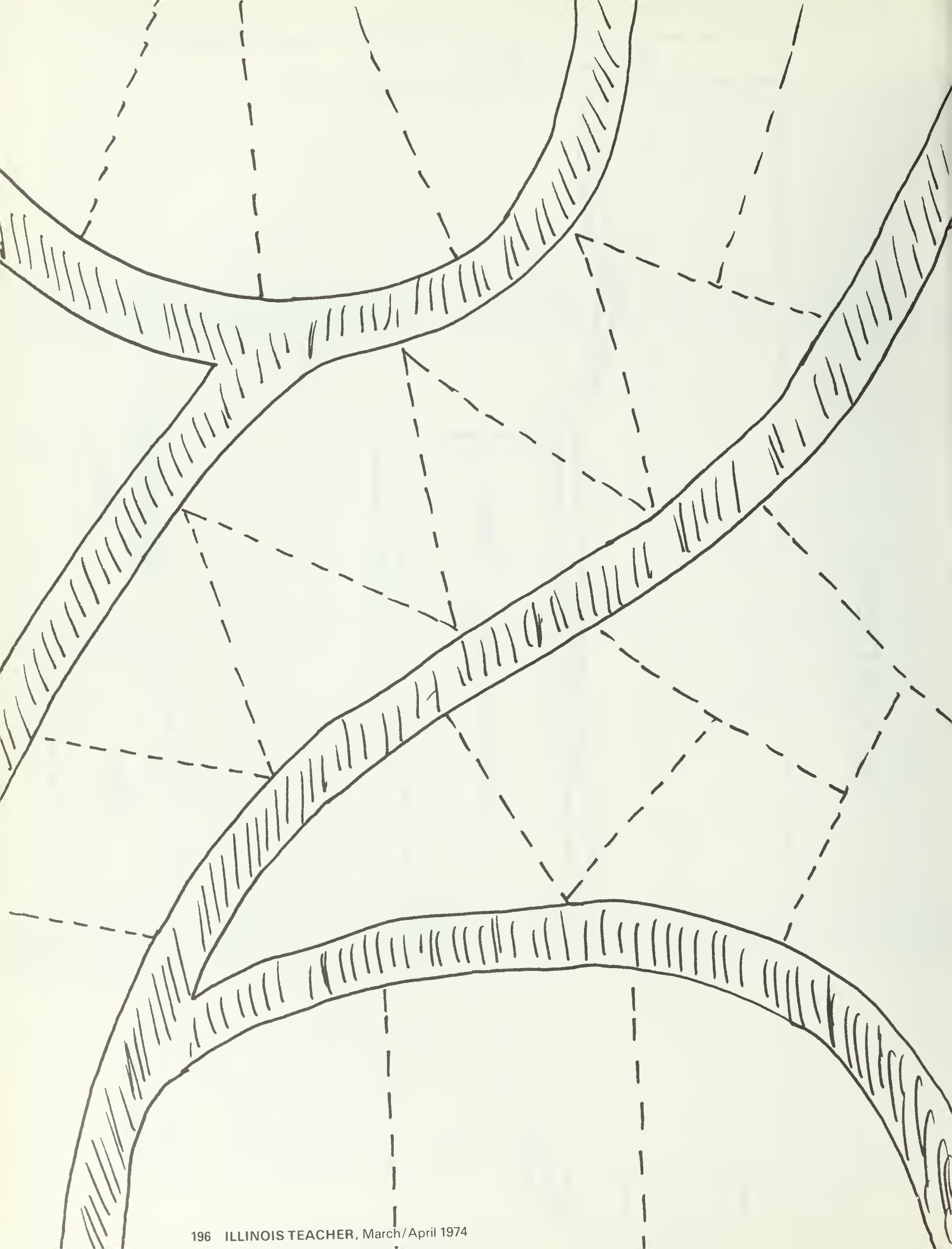
RECREATION
AREA

Pool

PICNIC
AREA

TENNIS
COURTS







BETTER HOUSING FOR MINORITIES CAN BE A REALITY

EAST ST. LOUIS, located on the west bank of the Mississippi River, lies within the very shadow of the famed Jefferson Memorial Arch. This monumental structure (the Arch) is heralded as the gateway to the west, and East St. Louis, with all its deprivation, virtually constitutes the back yard to this ninth wonder of the world.

Perhaps the opulence of the west bank of the river which includes St. Louis and the Arch, accentuates the squalor of the east side. Traditionally, St. Louisians have used East St. Louis as a dumping ground, a place to discard their negatives. Under such desolate circumstances, major industries initiated the exodus, followed by a massive flight of the whites, leaving a preponderance of jobless minorities.

Thus, a community of 70,000 inhabitants, 87 per cent of whom are of the ethnic minority (black) found it necessary to produce the leadership required to provide multiple services essential for community survival. Safe and decent housing, within the means of impoverished people became a major priority. Since the average income of residents of the community is far below the national average, government subsidies were essential if any type of housing was to be provided.

A STIMULUS FOR ACTION

Awareness of the attendant circumstances led me, a life-long civic-minded resident of the community, to seek out ways and means to help resolve this major concern. An article entitled "Churches Become Landlords of the Future" provided the stimuli, inspiration, and guidance in my effort to secure competent housing for residents of my immediate neighborhood.

Traditionally, impacted black neighborhoods have an abundance of churches. My neighborhood was no exception. Federal guidelines mandated that a not-for-profit corporation be formed and that a church organization be designated as co-sponsor.

Since there was an abundance of churches I surmised that finding a co-sponsor would be simply a matter of selection. This of course was a fallacious assumption. For the most part, local ministers and church leaders were reluctant to commit their time or their meager resources to such an effort. Frustrated, but not to be denied, I sought sponsorship from the bishop of the United Methodist Church. My request was in the form of a challenge to the fundamental principle of the modern

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church. If the ideology was to administer to the human needs of people, then sponsorship of a project designed to provide comparable housing was more than deserving of consideration. After months of consideration, during which time I met with countless members of the church officialdom, sponsorship was assured.

RAISING THE MONEY

Having previously formed the local neighborhood not-for-profit group, The Denverside Improvement Association, all we had to do was to raise "seed money" and convince a few dozen residents that they should sell the organization their homes at a fair price.

This was by no means an easy task. Committees were formed to solicit contributions. Pledges were secured from business establishments. Social and fraternal groups were solicited, and finally the city administration was induced to contribute \$1000. Our goal was \$10,000. The task would have been all but impossible had not four individuals and private organizations contributed \$1000 each.

Our next impasse was to secure city and federal approval of the site selected for developing 85 units of modern townhouses for

low-income occupants. The negatives were so preponderant that, but for a personal hearing before the Senate Housing Committee in Washington, D.C., the project would have never materialized. Our appeal was sufficiently impressive to secure not only permission to build the complex but we were also granted full subsidy for all of the units.

DESIGNING THE UNITS

Then came the ordeal of designing units and obtaining the property to fit within the million dollar budgetary allocation.

Consultants from Southern Illinois University, the architect, and I toured Illinois observing low-cost housing units. We talked with the residents and gained insight about what they liked and/or disliked in their housing situation. Cities visited included Chicago, Peoria, Centralia, Mt. Vernon, and St. Louis. From our tour, we were able to select the best features from everywhere and incorporate them into our plan. Townhouses encircling a playground courtyard seemed to be one feature that would meet our people's needs.

Our initial site selection was based on the proximity of a neighborhood elementary school. The housing development and the





school would provide an excellent opportunity to coordinate and initiate new approaches for enhancing the quality of life for the total neighborhood. During the interim four families refused to sell their properties at a reasonable price. Again, fortunately, we secured permission to reduce the complex from 85 units to 62 units and we gained an additional \$250,000.

The search for an institution to provide funding, a mortgagor, and finally a contractor were our next seemingly impossible tasks. Initially, no single banking institution was interested. Only by obtaining commitments from at least four area banks were we able to secure a mortgagor acceptable to the federal authorities.

Finding a contractor willing to venture over on the East Side proposed more difficulties than imagined. The elements of risk, labor trouble, union rivalry, employment of blacks, and personal safety of the workers were only a few of the obstacles encountered. The lure of a \$125 million project was sufficiently attractive to persuade two firms to enter a joint venture to construct the units. And so, after three years of blood, sweat, tears, prayers, and luck, the project got under way.

Suffice it to say that every obstacle envisioned at the outset materialized. There were jurisdictional disputes, black-white clashes, thefts from the premises, vandalism, and two devastating fires which destroyed two complete units. At one point during construction, residents formed round-the-clock patrols in order to protect the complex.

Completion of the project was achieved only by way of community involvement. My total commitment, my guidance, and supervision persuaded the organization to name the complex in my honor, Fred Teer Terrace.

COMMUNITY NIGHT SCHOOL

Prior to completion of the Fred Teer Terrace, the Denverside Improvement Association was working in other ways to help its people. The nearby school was open from 4-9 p.m. weekdays for classes to meet specific needs. The University of Illinois Cooperative

Extension Service provided instruction in nutrition and food management. Even today, an employee of the extension service lives in one of the units.

Other classes included home management and home repair. Women learned how to use their new appliances (stove, refrigerator), how to lay brick (for sidewalks or home exterior walls), and how to care for their homes. Sewing and handicraft classes were popular. Youngsters were instructed in drum and bugle routines.

Today, classes continue at the nearby school with para-professionals from the neighborhood as teachers. Classes in sewing, home repair, knitting, and arts-crafts attract the greatest interest. Home management, once taught in the evenings for adults, has now been incorporated into the regular school program for the youngsters.

During construction of the townhouses, the local school was able to take its students on many (sometimes weekly) field trips to view the progress and learn construction techniques. By seeing the units actually being built at all stages of progress, students gained a better appreciation of their own homes.

In operation for three and one-half years, the vacancy rate at Fred Teer Terrace is nil. We have a waiting list which enables us to be selective in choosing tenants. Prerequisite to occupancy is an agreement to attend management council meetings. At these meetings consultants from area service organizations give advice and counsel on diverse areas of concern.

We are determined to create an environment where people can live and raise their children in a clean, wholesome atmosphere.

Occupants, because of the total rent supplement feature, pay only approximately one-fourth of their monthly income for rent. Rent includes maintenance and all utilities. Public Aid recipients are eligible because the relief agency pays their rent.

Four one-bedroom efficiencies, 28 three-bedroom units and 32 two-bedroom units comprise the complex. The efficiencies rent for \$131 per month, two bedroom units rent for \$150 per month, and the three bedroom units



Double glass doors opening from the kitchen to a huge interior play area provide an opportunity for continuous observation of children at the Fred Teer Terrace.



rent for \$175 per month. The average tenant pays between \$65 and \$105 per month depending upon income and number of dependents in his/her family.

As in most compacted areas, there is a preponderance of families without a male head of the household. This is reflected in the family composition of our project. Presently 80 per cent of the occupants are families without male heads of the household.

TOWNHOUSES DESIGNED FOR CONVENIENCE AND SAFETY

The complex is designed so that children are under constant observation. The units all have full-length double glass doors off the kitchen, and are built around a huge interior play area. Since a good deal of the mother's time is spent in the kitchen and dining room areas, this full glass door provides an opportunity for continuous observation.

The complex is unique in that we encourage a mix of income levels. Persons making \$8500 or above (depending upon family size) can move into the apartments by simply paying the prevailing rents. Each year we re-certify incomes and adjustments are made accordingly.

The project is funded by a federal grant for a period of 40 years, so long as it doesn't go into default. Today it serves as a catalyst to induce city-wide change. The area

surrounding it has been declared an Urban Renewal Area, and plans are under way to rehabilitate dozens of blocks surrounding the project.

CONCLUSION

This initial experiment in providing adequate housing for impoverished residents is no longer an oasis in a sea of blight. Its success has convinced the city fathers, churches, and residents that decent housing can become a reality. The proliferation of church and community-sponsored organizations attests to the fact that people now believe.

Unfortunately, current impounding of federal funds, suspension of categorical housing subsidies, plus escalating cost factors have brought the housing effort to a stand-still.

The need for safe and sound housing for the nation's minorities has not abated. Efforts to produce houses will continue. Already, revised legislation is on the drafting boards. It behooves minority groups to stay abreast of current legislation, and dare to try!

The Fred Teer Terrace, located in the heart of East St. Louis' South End, is proof positive that minorities can secure decent, comparable housing. If it can be done in East St. Louis, it can be done anywhere. Needed only is the dedication and the concern—perhaps total commitment.

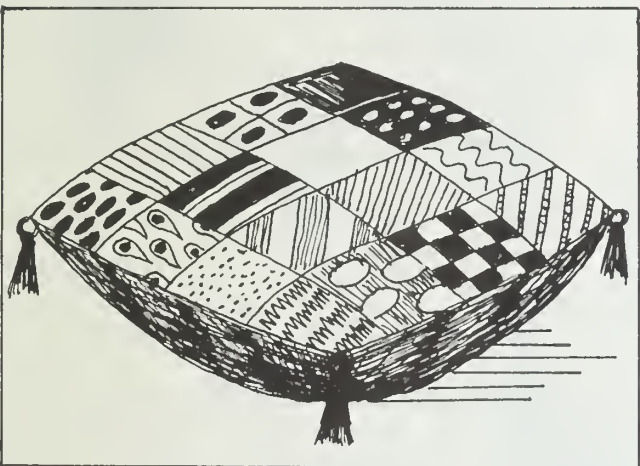
MORE WITH LESS— DECORATING ON A SHOESTRING!

DOING MORE WITH LESS is the challenge of now! It needn't be a "mission impossible" when it comes to where we live, our near environment. With a little mind-stretching and ingenuity, we can often come up with innovative and creative solutions to our problems.

The following suggestions are intended to serve as a spring-board for engaging students in exploring ideas for practical solutions to personal situations. Handled with expertise, this experience can stimulate their personal growth and development, especially the creative-appreciative processes. The need to see life in a sufficiently detailed manner gives impetus to the idea that little things can make a big difference.

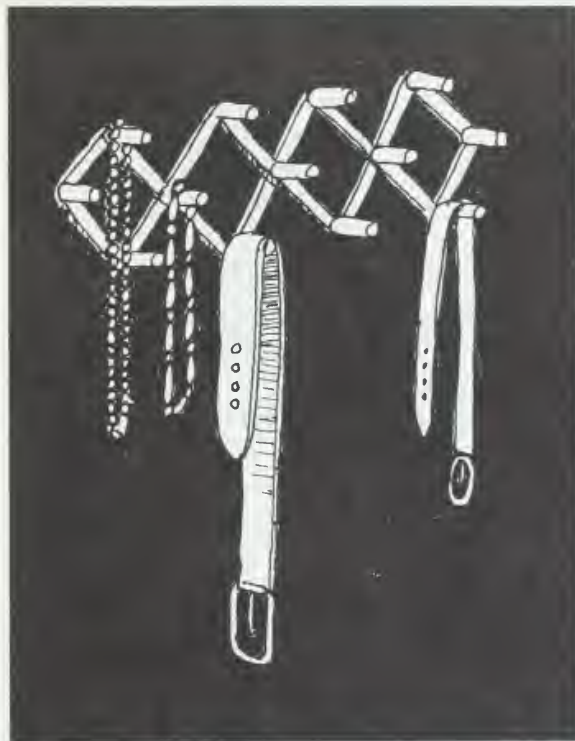
ACCESSORIES

A room accessory can be almost anything! It can be decorative or functional or both. Individual choice gives a personal touch. A few suggestions:



- **Pillows:** To lean against, to sit on, to look at, or for children to cuddle! We can knit or crochet the cover, sew a fabric, use patchwork if pieces are small or weave it on a simple loom. We can shape and size the pillow for the intended purpose and create our own design! We can choose materials with eye-appeal (colors) and feel-appeal (textures) to fit the room decor. It's quick and easy to crochet together two attractive washcloths. Animal

shapes are fun for kids. We can use our imagination for trims—applique, stitchery, tassels, etc. Discarded nylon hose or plastic bags offer alternatives to foams, feathers, or fiber fillings that cost more. A small washable area rug, folded over, stitched, and stuffed makes a floor pillow!



- **Wood Wall Rack:** The expanding kind, less than a dollar at some discount stores, are often poorly finished but, if painted a flat black or other appropriate color, are handsome and useful. We can hang it horizontally or vertically; it's adjustable to fit different spaces. It's great for hanging beads, belts, and jewelry on in a bedroom; for cups or mugs in a kitchen or dining area; towels in a bathroom.

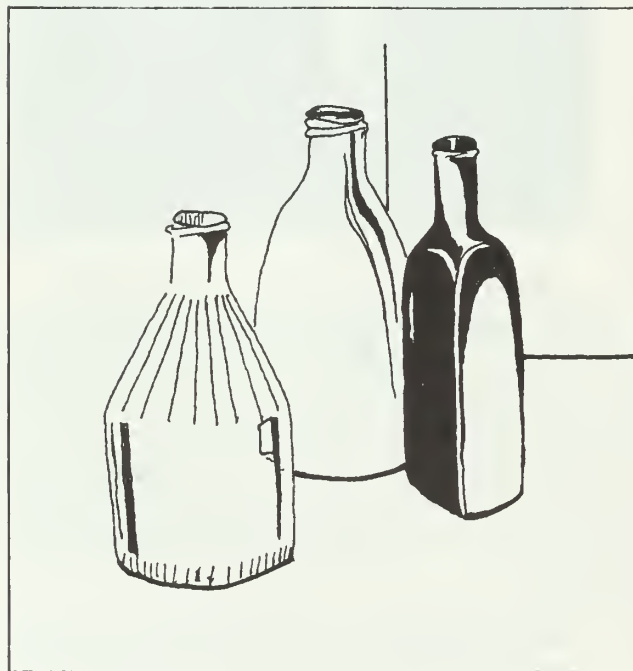
- **Wall Hanging:** For a "quickie," a yard or so of a fantastic printed fabric—king-size design and eye-catching colors—can be hung on the wall. In the top casing a wood dowel, or other stick, or a round curtain rod that extends beyond the fabric, can be used for hanging it. In the other end, a shorter piece that doesn't show will add weight so the fabric hangs well.

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- **Pictures:** Those cut from magazines, calendars, children's art work, or whatever source, have more decorating impact if they are framed. One way to frame is to mount the picture on the inside of a clean, thin, cardboard box (gift or stationery box) slightly larger than the picture and no more than two inches deep. It can be painted or covered with material and decorated with bits of trim (ribbon, yarn, rickrack) glued around the edges of the picture. Pictures made from greeting cards glued to a piece of smooth, finished wood can be attractive. Hangers made from pop-top cans work well. An arrangement of several small pictures in a grouping may look best.

- **Mobiles:** Fun to watch! Fun to make! We'll need scraps of this and that for forms and shapes plus wire, thread and . . . *patience*. Aluminum food trays, which cut so easily with scissors, may be useful.

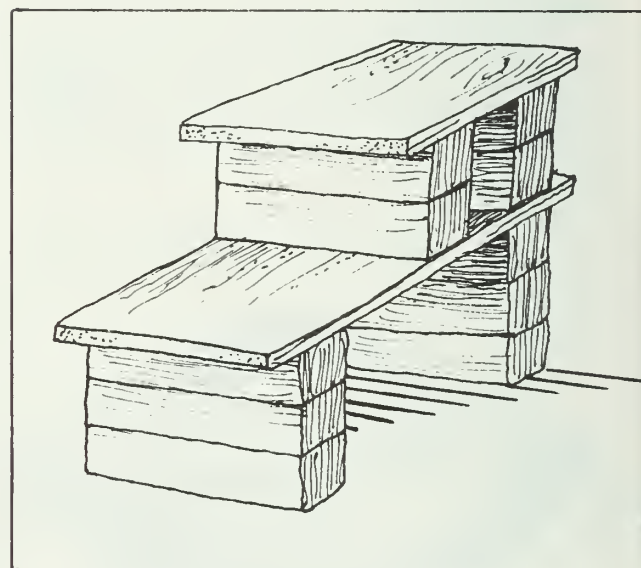


- **Glass Bottles:** Discards, clear or colored, may have attractive shapes. We can fill clear ones with colored water (food coloring) and set on a window sill to let light shine through and enjoy the transparency of glass. Bottles painted colors will serve as holders for fresh or

dry plant materials—weeds, pods, grasses, flowers.

- **Nature's Things:** Growing plants make a room seem alive! There's an endless variety. Knowing what a plant needs to survive, we can select those that fit our conditions. Their ever-changing shapes make them unique. A terrarium is fun to make, fascinating to watch, and needs little care. Or try a mini-tree made from a sizeable well-shaped branch possibly discarded by tree trimmers. Trimming away the little twigs can leave an interesting line pattern. In a big red clay pot, gravel will hold it in place.

FURNITURE AND FURNISHINGS



- **Brick Bookcase:** For books, storage, and/or display. We can build it with bricks and boards, new or used, to fit a particular wall space. Building blocks, glass bricks, or interestingly shaped masonry blocks and boards, painted or finished after sanding smooth, can become shelves or a table at the end of a sofa or a coffee table.

- **Tables:** To make a small table takes only a few tools, a wide board or piece of plywood for the top, and screw-on legs. The finish can fit the decor. A flat wood door for the top and longer legs can become a dining table. Cutting

off the legs can convert a discarded dining table into a low coffee table or a piano bench into a low table for plants, a hallway bench, or a coffee table. Tops can be covered with contact paper, marbleized floor tiles, or adhesive-backed wall tile; or the whole table can be draped with colorful printed fabric. If an old coffee table is strong and sturdy it can convert to a seating piece with the addition of cushions.

- **Table Covers:** A new table cover makes familiar dinnerware look different! It adds a quality dimension to meal-time atmosphere. Placemats or table runners, made with fringed or hemmed edges, take little fabric. Patchwork makes use of small pieces. Mats and runners allow room for creativity in design and trim—applique, stitchery, fabric painting, etc. The quilting technique is also popular for table covers.

- **Chairs:** All chairs used at a dining table need not match! If each is a different style and all are badly worn and scarred, they might look better if each is painted a different bright color; or painted the same color and furnished with different cushions.

- **Bean Bag Chair:** We can make our own for less than \$20 if we're good shoppers! Patterns and instructions are available.

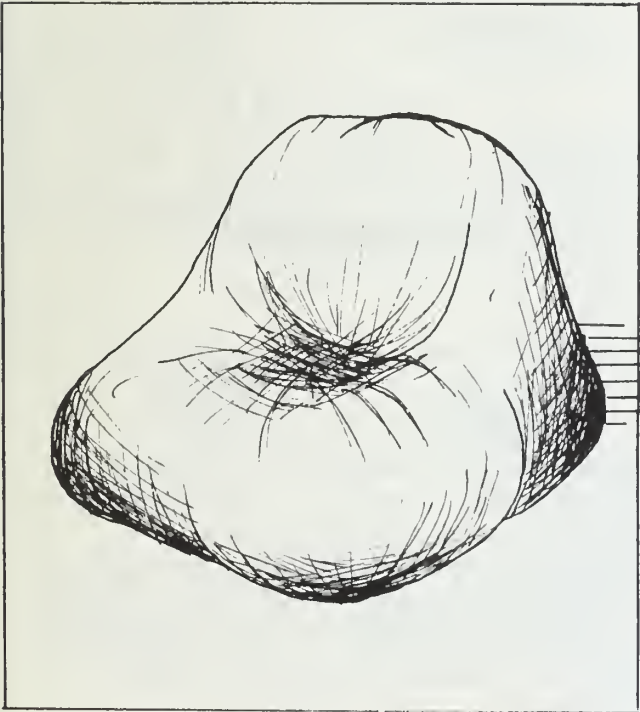


- **Outdoor Furniture Inside:** Built for leisure, it's often quite comfortable. It may be very sturdy and priced lower than interior furniture of similar quality. Director's chairs provide for sitting comfort and have folding features which take little storage space. We can sew our own back and seat pieces to change the color. With redwood furniture and home-made cushions, we get indoor sitting comfort at a modest cost with minimal care.

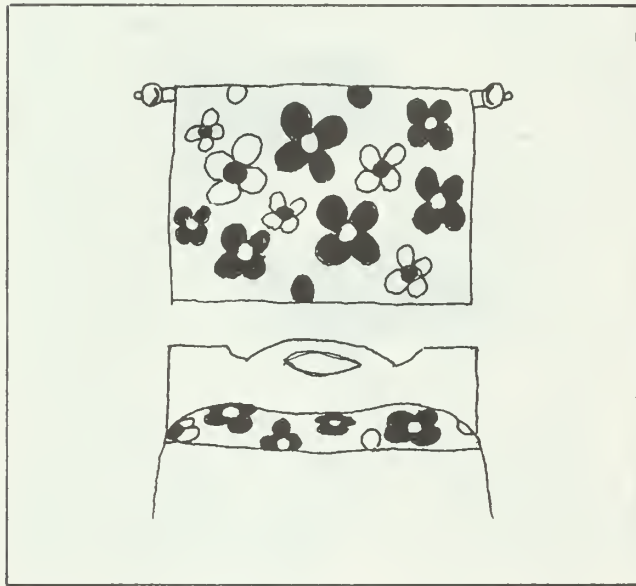
- **Chests or Dressers:** If the finish is badly worn and not worth refinishing, we can paint it, making each drawer a different color of the room scheme. The colors might be repeated in tiered cafe curtains for the room.

- **Cabinets:** If the inside looks shabby, it can be painted a contrasting color or lined with attractive paper or fabric. The surprise each time the door is opened can be a happy one!

- **Hardware:** If knobs or drawer handles are missing, broken, or ugly; new ones of metal, ceramic, or wood can be added. The



same style of hardware on different pieces within a room will make them fit together. On an old piece, it makes it seem new again.



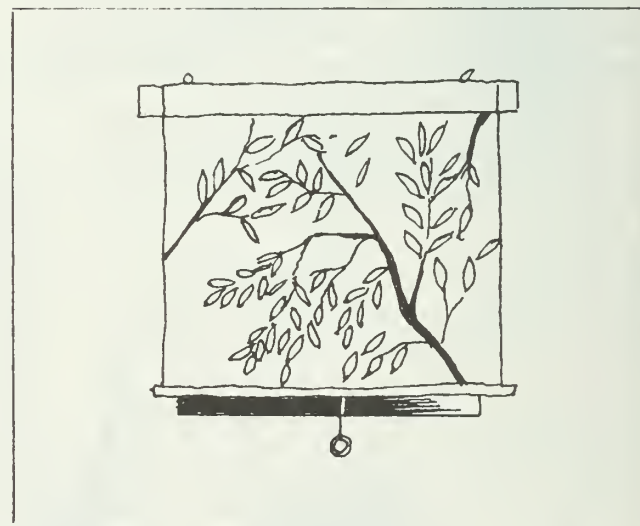
- **Beds:** Bedrooms are often small and headboards take space. In lieu of one we can hang a piece of fabric, lined or unlined, with wide fabric loops, from a rod on the wall above the bed; or if the walls are plain and we have talent, we can just paint the outline of a headboard on the wall above the bed. Or we can use gummed tape instead of paint. Another possibility is a wide ruffle hung on a flat curtain rod with a return, mounted about 24 inches above the bed.

- **Storage:** This is a major problem in many homes. Empty cardboard cartons, free from the store, are often quite substantial and can serve storage functions—under-the-bed, on-the-shelf, to double for drawer space, a laundry box, or to hold children's toys. Boxes painted in appealing colors or covered with attractive paper have added decorative value. Handles can be cut in the cardboard or made from cord or rope. Colorful plastic baskets (waste or laundry), individually labeled, e.g., "Jim's Toys," also make good storage. Wall brackets and shelving can make "working walls" in narrow hallways and in rooms with little floor space.

- **Porch/Patio/Outdoors:** Seats can be made from nail kegs, painted and cushioned; tables from old barrels with a plywood top painted to match, or from a discarded wire spool from a utility company for a good sturdy base. The clay pots of plants can be slip covered with a plastic bucket (slightly larger than the pot), cut off at the bottom to the pot height, and with the "ears" removed, slipped upside down over the pot.

HANG-UPS & WALK-ONS

- **Wallpaper:** There's a wonderful world of wallpapers and coverings! Used decoratively, it can be effective. To make a focal point, one wall can be papered and the other three painted. To get a big effect with little wallpaper, we can use a decorative border in a painted room or a wallpaper design on the ceiling around the center light fixture. We can use leftover paper to line drawers that are rough inside to prevent snagging clothes.



- **Window Shades:** Trim added to a plain-Jane roller shade can enhance the room setting! Personal touches can include trims of braid, fringe, cut-outs from fabric, or wallpaper (glued on the lower one-fourth of the shade) with unusual shade pulls, such as a painted or plastic clothespin for a kitchen or bath, or a small toy in a room for small children.



• **Cafe Curtains:** Easy-to-make cafe curtains that cost little and have decorative impact can be plains, prints, or even patch-work. Personalized trims—stitch-ons, press-ons, color with crayons, embroidery, or other detail—can relate to the room's color scheme and motif. Designs of cafes are unlimited—from simple no-seam border prints

to “saucer” scallops or sheeting with beautifully proportioned tucks, generous headings and hems for more experienced seamstresses. Cafes can hang from fabric, plastic, or metal loops. Hardware is less than 25 cents for a rod, or a wood dowel or broomstick can be used.

• **Floor Coverings:** There are do-it-yourself carpet tiles or peel-and-stick resilient flooring that save installation cost. Rug-making techniques of braiding or hooking are easy to learn and take little equipment. Used fabrics can be quite satisfactory for rugs. Designing the color scheme and pattern of the rug to fit the room decor is the most difficult step. Dyeing fabric may help provide the desired colors. A badly worn or rough wood floor may be enamelled, then stencilled or sponged for design and contrast, and finally given a coat of clear varnish to protect it.

And now for the action (That's what really counts)! Perhaps two or three of these quick-and-easy suggestions, tangibly illustrated in the classroom, might be just the little things needed to stimulate students.

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How To PLANT A TERRARIUM*



1. Spread an inch of gravel or pebbles in the bottom of the container. If you wish you can add a layer of charcoal. The type you get for aquarium.



2. Dig moss from the woods. Use it to line the sides of the container below where the soil will be.



3. Dig topsoil from the woods, or use a mixture of garden soil, perlite and peat moss. Add soil one to two inches deep.



4. If necessary, use tweezers or sticks tied together to make tweezers to put plants in place.



5. Spray plants lightly with water. Mom's clothes sprinkler makes a good plant sprinkler.



6. Cover the container with a sheet of glass or piece of plastic film. If using a bottle, put on the top.



7. Place it where the light is bright, but avoid direct sunlight.



8. Don't overwater. Water only if plants begin to droop. If the inside of the terrarium becomes fogged, open the cover slightly and let in some air.



9. In the fall, summer or spring, you can get plants from the woods. In winter, you can plant miniature ivy, African violets or ferns.

LOW-COST DECORATING YIELDS PRODUCTIVE

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Photographs by
Rich Nudd

TODAY there are many reasons for offering students a variety of learning experiences relative to low-cost decorating. Inflation and limited financial resources may be the most obvious, but just as important, is developing the student's creativity. Asking a student to solve decorating problems, where there is a lack of financial resources, forces that student to seek "new" and "original" solutions to problems. The student may see the familiar in a new way. He must try new combinations of materials. He must explore other possible resources. He must learn to be innovative.

It is when the student exercises the above approaches to problem solving that he begins to discover the creativeness that lies within himself. The student who may be without financial resources discovers that his home environment need not be an element over which he has no control. He will learn that finding alternative solutions to his problems is an exciting challenge.

The approach of the teacher is simple:

1. She explains or defines the decorating problem. This might be developed from a story, a case study or a "what would you do if?" situation.
2. She includes any stipulations, such as limited financial resources.
3. She encourages the student to reach a creative solution.

The following example puts the steps into action.

1. The teacher could give the following case study. Shirley and Jack were recently married and are furnishing their first apartment. The wall area above the sofa looks empty and drab. They decide the space needs some type of decoration. When they go shopping they realize they cannot afford to buy what they would really like to have in their home.
2. What inexpensive solutions could you offer to Shirley and Jack?
3. The teacher could stimulate the student's thinking by asking the following questions and/or showing examples:
 - a. How could fabric scraps be used to make a wall hanging?
 - b. How could wood scraps be used to make a

relief sculpture?

- c. What types of decorative things could be found in a junk yard?
- d. What kinds of decorative things could be found in the outdoors?

SUGGESTED PROBLEMS AND LOW-COST SOLUTIONS

Any of the following could be stated in a case study to solve decorating problems which would have several low-cost solutions.

Problem A: Add interest to bare or damaged walls. (This problem could have all types of stipulations, such as it must be: a wall hanging; a wall hanging for a child's room; a wall hanging using waste materials such as paper, cardboard, fabric scraps, etc.)

Low-Cost Solutions: 1. Paint a graphic design directly onto walls, using the predominant colors in the room. 2. Apply contact paper to form a graphic design. 3. Design a wall hanging made from: a) bold-colored fabric attached to canvas stretchers, b) yarn to form off-the-loom weavings, c) wood scraps to form relief sculpture, d) tie-dye, batik, block-printed fabrics, e) fabric scraps glued or sewn to another piece of fabric, or f) burlap to cover the wall. Staple or use double-stick tape to secure.

Problem B: Design and make a unique bedspread. (Or on a smaller scale, substitute throw pillows for bedspread.)

Low-Cost Solutions: 1. Sew two colorful, inexpensive spreads together to form a mod design. 2. Use fabric scraps sewn together for a patchwork effect. 3. Applique design onto an inexpensive spread or fabric made into a spread. 4. Construct fake-fur throw.

Problem C: Design an attractive waste can.

Low-Cost Solutions: 1. Cut or tear illustrations from magazines, glue to can and varnish. 2. Take colored tissue paper and glue to can to form interesting design. Varnish. 3. Glue cardboard cylinders from paper towels to heavy cardboard circle to form container. Spray paint.

LEARNING EXPERIENCES

Problem D: Design a headboard.

Low-Cost Solutions: 1. Cover plywood board with fabric, vinyl, or contact paper. 2. Use a section of an old iron fence (found at junk yard) or a wooden picket fence for child's room. 3. Hang fabric from ceiling to floor. Staple or use double-stick tape to secure. 4. Paint a graphic directly onto the wall.

Problem E: Design and construct a lamp.

Low-Cost Solutions: 1. Make the base from tin cans, discarded metal pipe, wooden blocks, or banisters. Brainstorm. See the familiar as strange.

Problem F: Design and build a bookcase, storage unit, or desk.

Low-Cost Solutions: 1. Use heavy cardboard boxes covered with contact paper. 2. Use wood for shelves and place on concrete blocks. 3. Cardboard cylinders from carpet rolls make a sturdy support for desk.

TEACHER TECHNIQUES

There are several techniques the teacher could utilize relating to how the above problems could be solved.

1. The student could actually construct the object, such as the lamp, wall hangings, waste paper cans, throw pillows, etc. This method would be the most meaningful to the student.
2. The student could present a scaled drawing illustrating how he solved the problem. A wall graphic could be illustrated in this way. Inexpensive window treatments could be drawn and described. How to build furniture could be demonstrated in this way if the student listed needed materials and their cost.
3. Brainstorming is a good method of generating ideas especially where time, space and money are limited. Students could list the uses for fabric scraps or for a concrete block.
4. Students could explore the woods and fields to find one or two objects which are attractive and which would make interesting accessories. Possibilities are driftwood, dried weeds and pods, flowers, unusual stones, or a beautiful tree branch.



This abstract applique was made from discontinued drapery fabric samples which were sewn to background fabric. Stitching was used to create line movement and texture. The background fabric could be mounted by stapling to canvas stretchers.

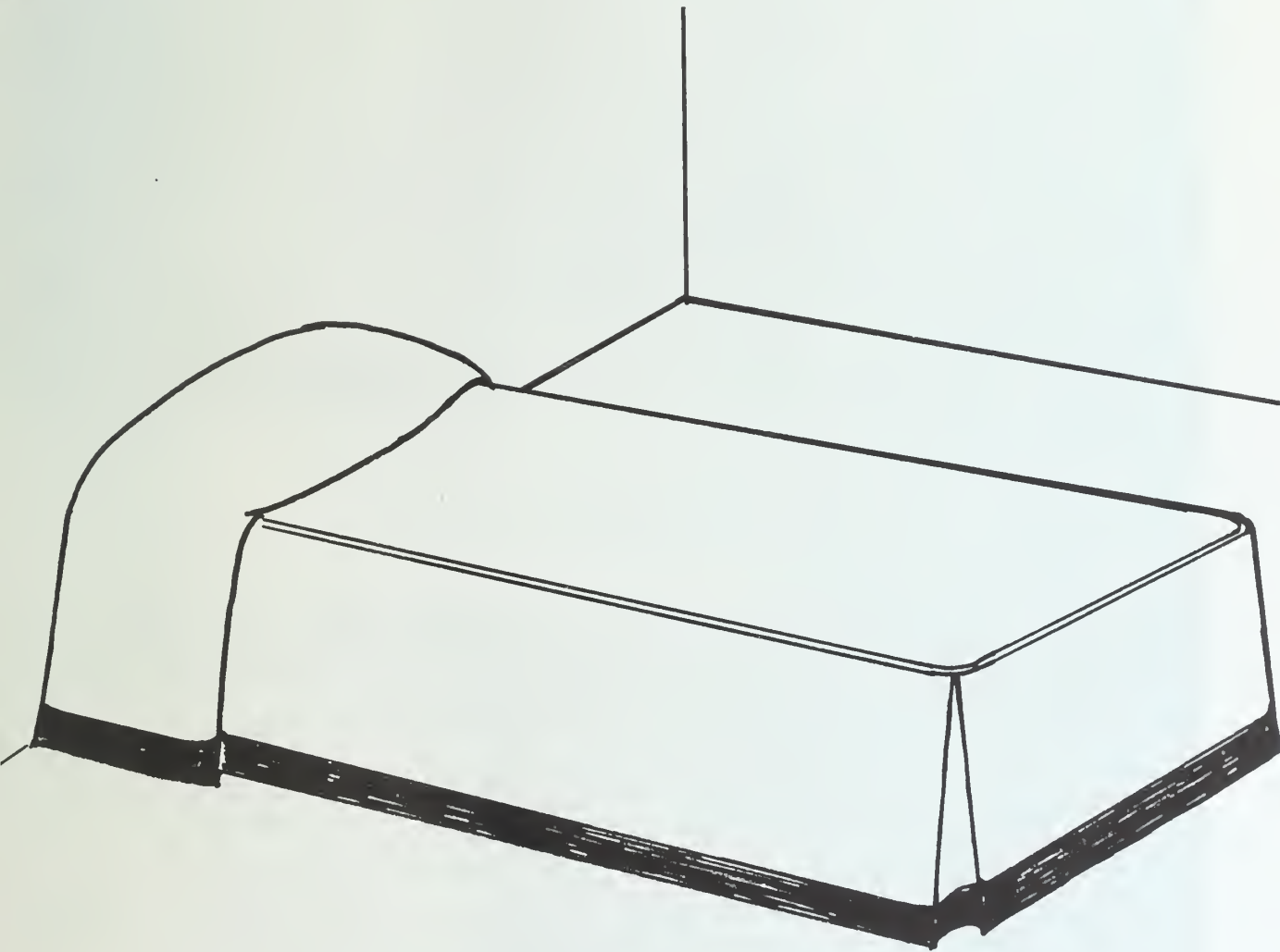
Susan's Slumber Party

Susan's mother has told her that she can have a slumber party for her birthday. As Susan thinks about preparing for the party she decides she would like to do something to make her room more attractive.

Susan's mother thinks it would be fine to make improvements, but reminds Susan that they have very little money (actual amount could be stated) for home improvement projects. What low-cost ideas could you suggest to Susan that would make her room more attractive?

Betty's Bedroom

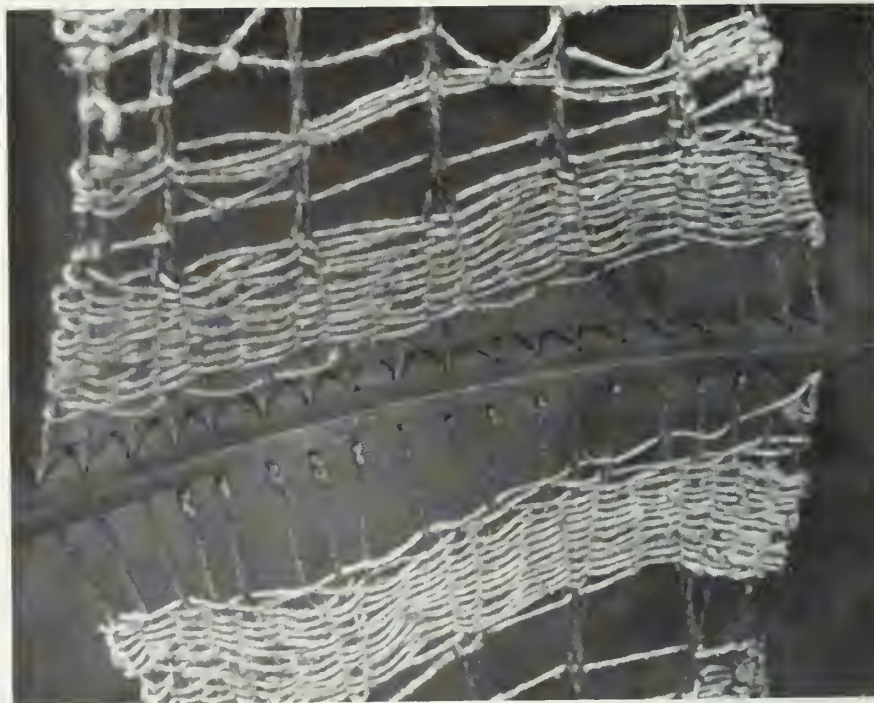
The following picture is of Betty's bedroom. Her parents bought her a new mattress, springs and bed frame, and Betty is really excited about the new purchase. She also wants a new headboard. What ideas could you suggest to Betty that would be inexpensive and something Betty could make herself? Draw in the idea you think is best.



. List the materials that would be needed to make the headboard.

. Describe how the headboard would be made.

The following illustrations are examples of simple procedures and materials that can be used to design and construct wall hangings. The teacher could adapt any of these methods when she wants the student to solve the problem by actually constructing the object.



Close up of yarn wall hanging, which shows detail of slats, drilled openings, warp and filling twine, and interlacing process.



An old weathered piece of wood was the foundation for the warp threads for this off-the-loom weaving. The warp yarns were wrapped around the board, and through holes which were in the board. Filling yarn was woven into the warp, and used to secure pods for surface texture.

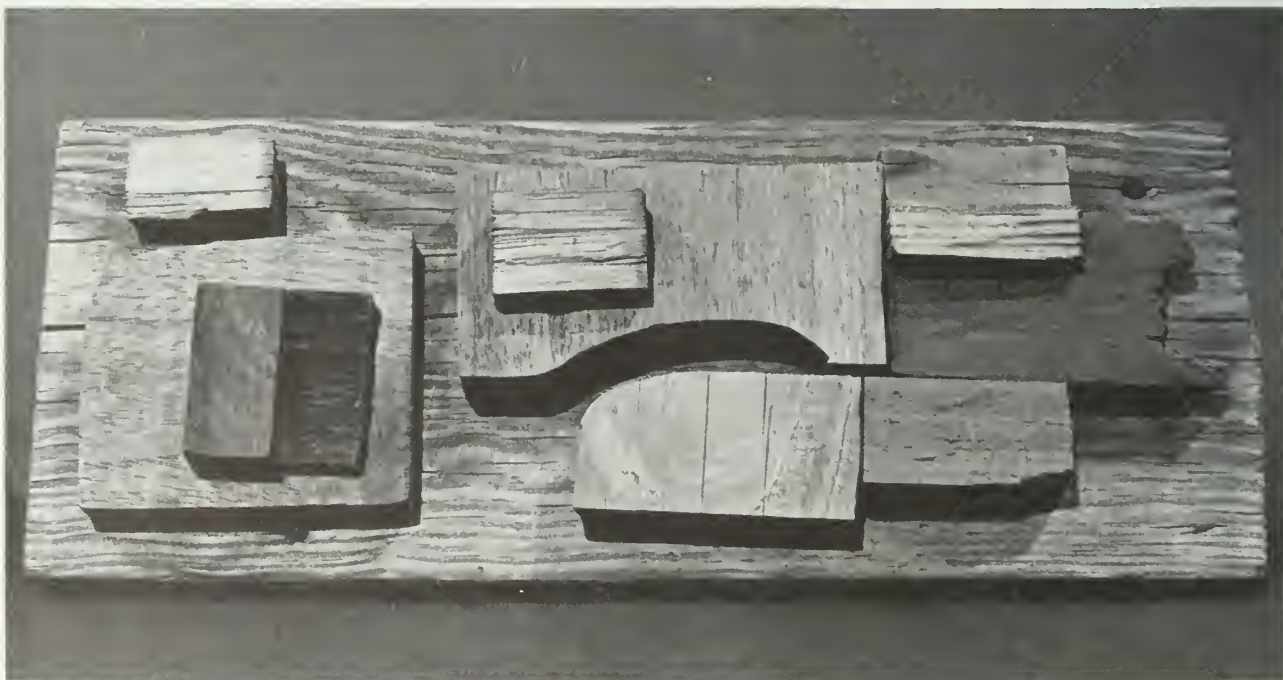


The warp for this off-the-loom weaving was threaded through wooden slats which had a series of drilled openings. The slats were held in place by knotting the warp yarn after it had been inserted through each drilled opening. Fishing weights were tied to the bottom of the warp for tension. Brown twine was used for the filling and warp materials.



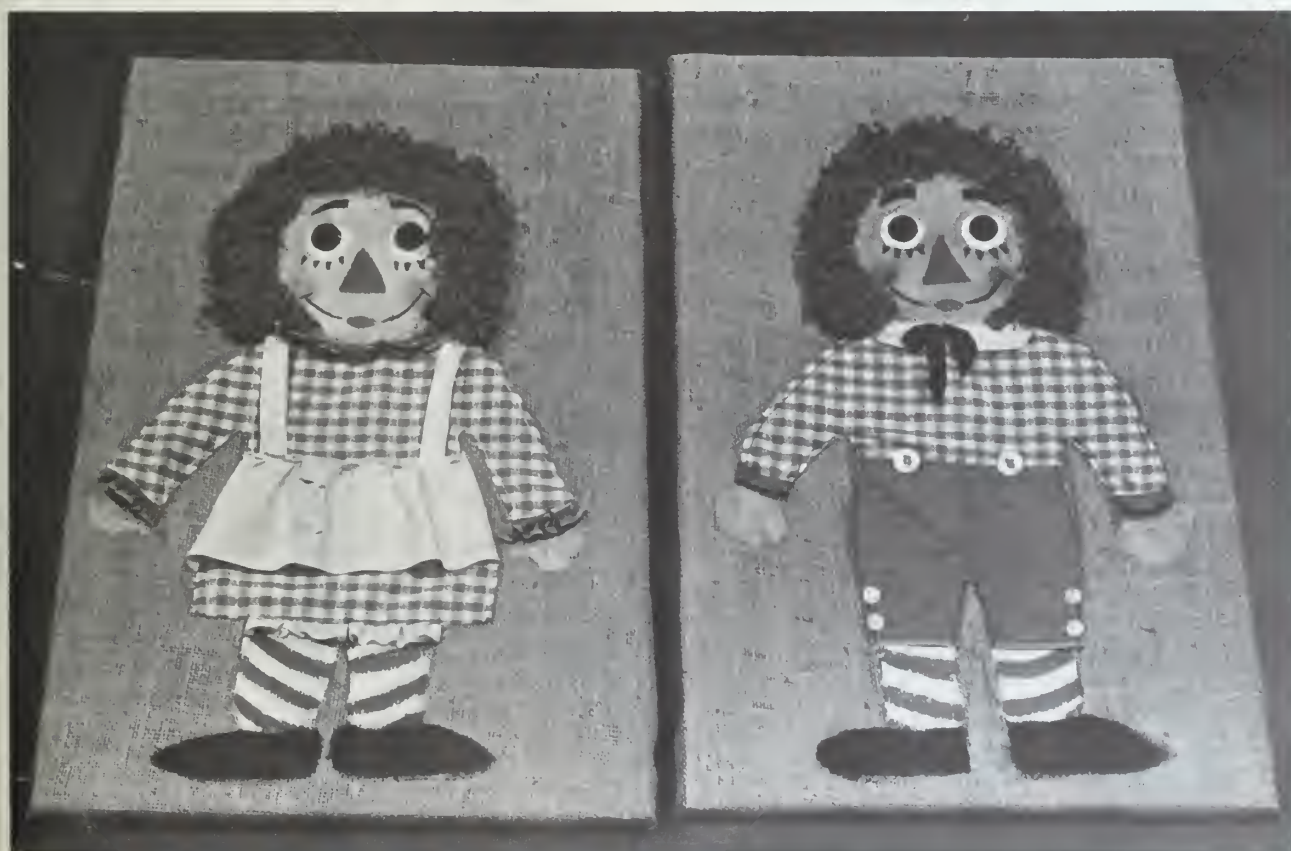
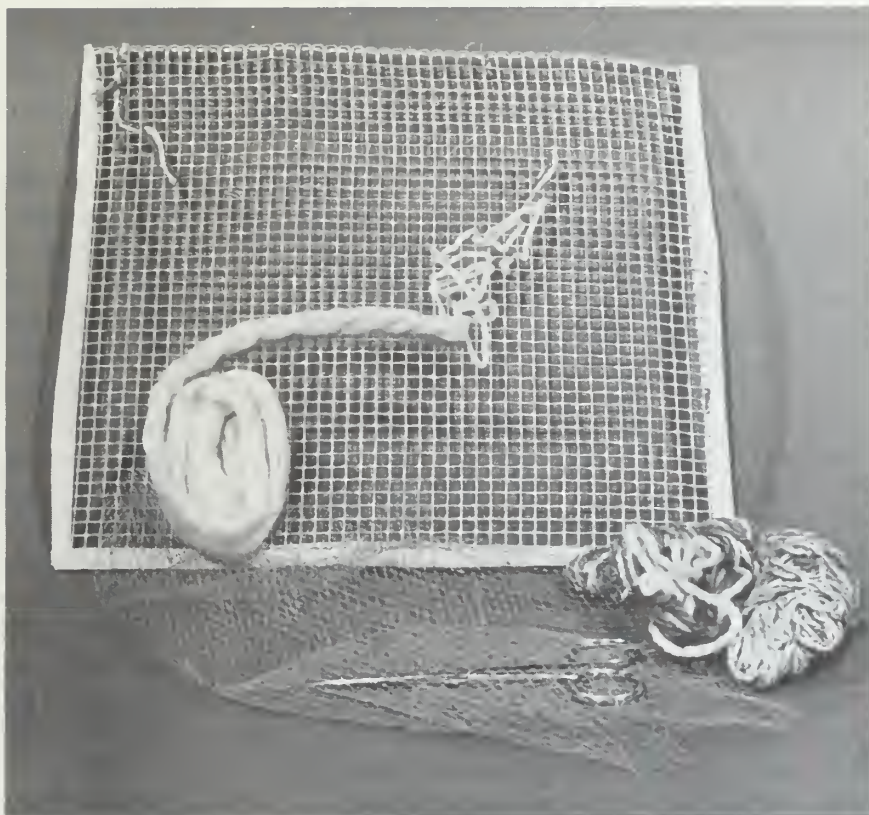
Above: Off-the-loom weaving, utilizing hardware cloth for warp and yarn and nails for filling. The finished weaving was nailed to weathered board.

Below: Relief wood sculpture was made by gluing wood pieces found in scrap pile from industrial arts class to a piece of weathered board.



Right: Basic Materials. For off-the-loom weaving using hardware cloth, the following simple materials are needed: hardware cloth, scissors, yarn, and tape (for edges of hardware cloth). Materials other than yarn could be used for the warp, such as nails, ribbons, twine, or pods. Surface texture can be achieved by holding buttons, metal washers, bolts, or small beads in place with the filling yarn.

Below: Raggedy Ann and Andy were created by stitching pieces of fabric and buttons to burlap background. Textile paint was used to form legs and face: Red yarn hooked into the burlap created the hair.



SAFETY IN THE HOME

CAN A STUDY OF HOUSING be considered complete or adequate without some attention to the safety of the home we live in? What do you think when you read news headlines such as:

Man Dies in Fall on Stairs
Inquest Says Heat Pad to Blame for Sofa Fire
Child Dies in Playpen
Lead Poisoning Hits Thousands of Children
Gas Explodes Farmhouse
Burn Epidemic Equal to Polio

Most accidents are preventable and many have to do with the house and its furnishings. The storage facilities of the house are particularly important. If storage is adequate and used appropriately, hazards such as items stored on stairs or medicines in unlocked cupboards can be avoided.

A missing fire screen or stove protector can lead to serious burns. A portable electric heater in a bathroom can result in electrocution. Lead in the paint used on furniture or woodwork can cause poisoning in young children who may chew on the paint.

The National Safety Council (425 North Michigan Ave., Chicago, Illinois 60611) is a good source of information and teaching materials on all aspects of safety. Our federal government also publishes pamphlets on these subjects which are available at low cost from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. An example is *Accidents and Children*, 15 cents.*

Since accidents are the greatest cause of death among children of all ages, an understanding of home safety can be an extremely

important part of our teaching.

SOME SUGGESTIONS FOR TEACHING HOME SAFETY

1. Quiz technique

Using true-false statements such as the following can stimulate discussion:

- Electric cords under rugs are safe because people can't trip over them.
- Wearing rubber-soled shoes in the laundry area may help prevent shock or electrocution.
- More children in the United States die of accidents than of diseases.

2. Guessing technique

Such questions as the following stimulate curiosity and lead students to look up answers after they have guessed, to ask more questions, and to become aware of the problem.

- How many people in the United States died of accidents last year?
- How many died in home fires?
- What kind of home accidents are most common?
- Which part of the body is most frequently hurt in accidents?
- Which is the most dangerous room in the home?

3. Home hazard hunt

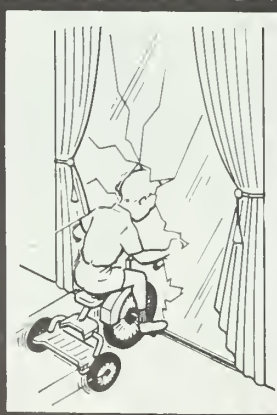
Students can develop a list of home hazards and search their own home for such hazards. They can report the changes they made to reduce the hazards.

4. Hazards in the school or department

- (a) Teacher might announce that there are x number of safety hazards in the room

*Another good reference available from the Superintendent of Documents is *A Design Guide For Home Safety*. See page 216 for an annotation of the book.

Illustrations from *A Design Guide For Home Safety*. Reprinted by permission of the U.S. Department of Housing and Urban Development.



and give students x minutes to locate them and write them down without revealing their finds to other students until time for discussion. "Planted" hazards could be set up.

- (b) A similar idea could be a "scavenger hunt" with such items to find as:
- a kitchen hazard for small children
 - a dangerous situation for the elderly
 - an especially safe storage idea for poisonous cleaning supplies
- (c) Students could photograph hazards they found in the school or home and illustrate an article for the school paper or prepare a bulletin board or display to share their findings.

5. **Students could analyze** a floor plan or photographs of interiors for safety features and/or hazards.
6. **Students could interview** neighbors and friends and invite them to score their own homes on the class-developed "Home Safety Score Sheet."
7. **Students could collect** newspaper clippings of accidents to increase awareness of problem.
8. **Students could inquire** concerning accident *insurance* and report to class.
9. **Other reports** on the extent of the problem could be compiled from library resources and interviews, such as: Ask ten people in different families how many accidents have occurred in their homes in the past month. Describe each accident and tell whether anyone missed work or school, had to be hospitalized, required medical treatment, etc.
10. **Field trip** to a home where safety features

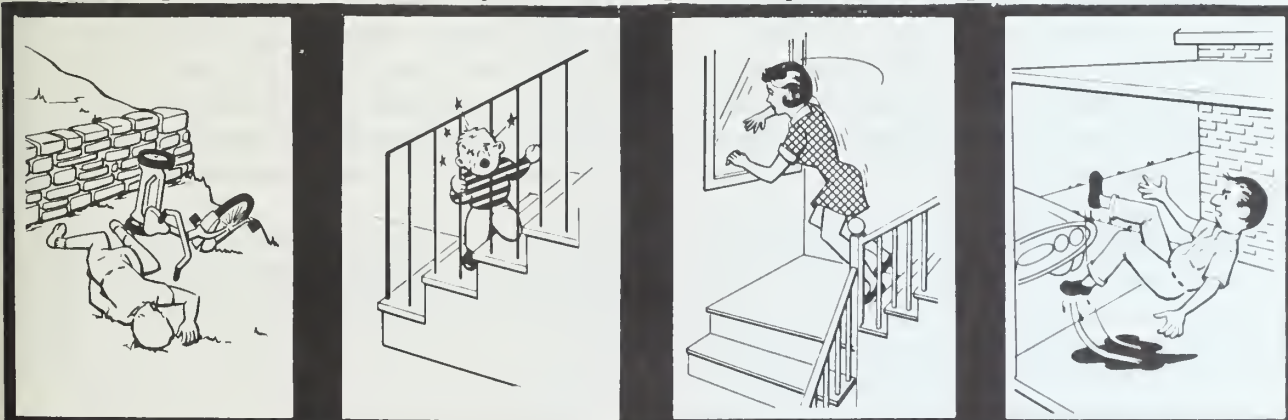
can be observed.

11. **Role play** ways to prevent or treat accidents.
12. **Show and discuss** a film which dramatizes accidents and creates a desire to prevent them.
13. **Students might record** on a calendar for the whole class the number of accidents (including minor cuts, etc.) occurring in their families with a goal of achieving as many accident-free days as possible within a given period. These might be shown in green and accidents recorded as crosses on a red background.

Home safety can be interesting and can have both immediate and long-range results. It is an important part of parent education; and it includes understanding of sanitation in food handling, aspects of home nursing and first aid, and even clothing safety, as well as those factors related to housing. It can also be incorporated into consumer education, and it is related to environmental education; e.g., Does noise level affect accident rates?

Teaching home safety may be especially important for those in low-income families where housing may be sub-standard, conditions crowded, and health problems more common. Are accidents more frequent when breakfast is skipped or malnutrition a problem?

Helping students to avoid accidents is one way to show them that we care, and if they can have a part in removing hazards and reducing accidents, it may help them build self-esteem. Finding out the annual cost of accidents to the nation and to individual families may be a great surprise and a high motivation for action.



BOOKS, JOURNALS, MAGAZINES, PAMPHLETS, AND TEACHING KITS

Books You May Like

HOMES ARE FOR PEOPLE. *By Satenig S. St. Marie. New York: John Wiley and Sons, Inc., 1973, 400 pp. Illus.*

A book fun to read as well as excellent as a text. St. Marie states she has "applied research about human needs to practical applications for the planning of furnishings for the home, using many illustrations as sources of ideas instead of as definite solutions to solving interior design problems." She feels that "a home planned to focus on the psychological and sociological needs of people can make a significant contribution to mankind."

THE HIDDEN DIMENSION. *By Edward T. Hall. New York: Doubleday (Anchor Books), 1966, 217 pp.*

An anthropologist examines man's use of space in public and in private. People have a space bubble around them and like to keep certain distances between themselves and other people or things. He demonstrates how man's use of space can affect personal and business relations, cross-cultural interactions, architecture, city planning, and urban renewal.

ENVIRONMENT AND DESIGN IN HOUSING. *By Lois Davidson Gottlieb. New York: Macmillan Co., 1965, 245 pp., Illus.*

Although the author was a member of the Frank Lloyd Wright Taliesin Fellowship and a very creative person, she is not advocating that everyone become an amateur architect. Rather, she offers information to help the reader evaluate his own real needs and, thereby, get the most out of whatever he has to deal with—be it a house, a two-hundred-dollar-a-month apartment, or a tent.

PEOPLE AND BUILDINGS. *By Robert Gutman. New York: Basic Books, Inc., 1972, 461 pp., Illus.*

Gutman recognizes the enormous interest at the present time in relating the behavioral sciences to the design disciplines. He has

drawn together a collection of articles, essays, and selections from books and research monographs related to the converging interest between the social sciences and design disciplines.

GOD'S OWN JUNKYARD—THE PLANNED DETERIORATION OF AMERICA'S LANDSCAPE. *By Peter Blake. New York: Holt, Rinehart, and Winston, 1964, 144 pp., Illus.*

Even though the current energy crisis has forced the EPA to relax its proposals and regulations, there are still environmental problems such as: too many billboards cluttering the roadside, poorly planned housing developments built row upon row, mass deterioration of our cities leaving just a working center, etc. Change comes slowly due to lack of funds and/or bureaucratic management.

A review of Blake's muckracking on the problems of townscape, landscape, roadscape, carscape, and skyscape emphasizes the problems still remain today, nine years later.

A DESIGN GUIDE FOR HOME SAFETY. *Supt. of Documents; U.S. Government Printing Office; Washington, D.C. 20402; 143 pp., Illus.*

The National Safety Council reports 4,350,000 accidents involving injury occur annually in the home. With this data, the Department of Housing and Urban Development (HUD), set out to identify factors in the home which contribute to home accidents and to set up guidelines for designers, architects, etc. to use in their efforts toward creating a safe residential environment through conscious awareness of why accidents occur. Three appendices provide the reader with statistical information, terminology, and a series of safety checklists. Useful as a reference book for teaching home safety.

ARCHITECTURE AND INTERIOR ENVIRONMENT, A BOOK OF PROJECTS FOR YOUNG ADULTS. *By Forrest Wilson. New York: Van Nostrand Reinhold Co., 1972, 95 pp., Illus.*

A decidedly new approach to our under-

Relevant to the Teaching of Housing and Home Furnishings

standing and thus development of housing. Wilson's purpose is to help the reader understand the physical relationship between people and buildings. He feels we must make better use of the earth's limited resources in order to survive. Experiments using simple inexpensive materials and tools to illustrate his ideas are included. They are designed to help us understand the basic facts of our environment—air, water, and sun—that we all too often take for granted.

This book very likely will intrigue the intellectual and/or creative student.

ELEGANT DECORATING ON A LIMITED BUDGET. *By Janet Aston Reist. New York: Macmillan Co., 1965, 1972 pp., Illus.*

How to make up in flair for what you lack in funds. The emphasis is on stimulating the reader's individuality and creativity after the essential fundamentals have been mastered. Especially helpful to the young homemaker or a bride-to-be.

HOW TO JUDGE A HOUSE. *By A. M. Watkins. New York: Hawthorn Books, Inc., 1972, 82 pp., Illus.*

A guide to home buying and home building. Offers advice on such topics as: the right location and design, the most important features where expensive trouble can occur, what to look for in the structure, getting a mortgage, the Federal Housing Administration, real estate brokers, etc.

365 SHORTCUTS TO HOME DECORATING. *By Dorothy Draper. New York: Pocket Books, 1969, 249 pp., Illus.*

Written for quick-reading, it gives easy-to-do suggestions on how you can have a more attractive home. It has a person-to-person approach with a "Why don't you?" stimulant, meant to inspire you to *DO SOMETHING*, not just sit there!

ALL ABOUT WALLS. *By John Elms, A.I.D. New York: Popular Library, 1969, 183 pp., Illus.*

A comprehensive guide on how to create more excitement and beauty in your home

through attractive wall arrangements. It suggests solutions to common and uncommon problems.

HOME FURNISHINGS. *By the Editors of CO-ED. RC-32. New York: Scholastic Magazines, Inc., 1969, 64 pp.*

One of a series of four books on better buy-manship. Offers guidelines to help the self-home decorator develop her taste, gather information, and prepare herself so she can choose wisely her home furnishings. Sample topics include furniture, lamps, beds, wall coverings, window treatments, major appliances, china, silver, glass, and cookware.

LET'S DECORATE YOUR HOME. *By Evelyn R. Levin. New York: Cornerstone Library, 1969, 127 pp., Illus.*

The reader may find some practical and economical guides for selecting the right materials for decorating different rooms.

THE FEMININE FIX-IT HANDBOOK. *By Kay B. Ward. New York: Grosset and Dunlap, 1972, 214 pp., Illus.*

A simple guide to the repair of the little disasters that continually plague mortal woman: the leaky faucet, the peeling paint, the lamp that won't light. Helps you cut through the mysteries of the problem and simply "fix it."

HOW TO CLEAN EVERYTHING. *By Alma Chesnut Moore. New York: Simon and Schuster (Fireside Book), 1971, 220 pp.*

A ready reference of practical information on how to clean and remove stains. It is written with due regard for accuracy, safety, and clarity.

HOMES—TODAY AND TOMORROW. *By Ruth F. Sherwood. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1972, 496 pp., Illus.*

This book covers the historic, design, and functional aspects of housing. While the arrangement and design of the elements in the home are detailed, the book also emphasizes practicalities such as site location, quality construction, costs, and the advantages and disadvantages of owning and renting. With

Sue Summerville
Assistant Editor
Illinois Teacher
University of Illinois
at Urbana-Champaign

today's demand for more and better low-cost homes, the author also explores some of the experimental projects that may provide an answer to the housing dilemma. Activity suggestions and case problems throughout the book encourage the student to evaluate the ideas of others and to develop his or her initiative and judgment in making housing decisions.

THE SILENT LANGUAGE. By Edward T. Hall. New York: Fawcett World (Premier Books), 1969, 192 pp.

A colorful and provocative excursion into anthropology as it pertains to day-to-day life and other countries. The spoken language is only one means of communication. An anthropologist reveals how people "talk" to each other without the use of words.

Journals And Magazines

"The Active Owner Can Run This House From Her Wheelchair," *Sunset*. November, 1972; p. 181; Illus.

An architecturally designed house planned especially for a young working woman confined to a wheelchair, who loves to cook, entertain, garden, sew, do wood carving and other crafts. Strong use of wood, glass, and skylights plus wheelchair maneuverability add up to a well-designed house not sacrificing beauty for function.

"Discouraged Youth—Deteriorated Housing—Both Improving Thru Rochester's Unique Work-Study Program," Robert J. Lee. *Journal of Housing*. October, 1971; pp. 488-92; Illus.

Troubled by steadily deteriorating inner-city housing and by young people who have become discouraged with school and are ill-prepared for meaningful employment, Mr. Lee established the "World of Work" work-study program in the Rochester, New York schools. The program gives young men an opportunity to learn marketable skills and build self-confidence by rehabilitating urban housing.

The article along with pictures explains how the program works, teaching method used, motivation promoted, and neighborhood response to the project.

"Any Hope For Housing?" "A Decent Home Is—And May Always Be—Out of Reach For Millions," Joseph P. Fried. *Saturday Review*. February 12, 1972; pp. 44-50.

The Housing Act of 1949 committed the nation to . . . "a decent home . . . for every American family." Yet, in 1972, at least ten million American families—one out of every six in the nation—are still living in housing that is badly deteriorating, grossly unhealthy, or utterly wretched. Why? Fried explores the problems and makes some conclusions.

"The Bricks and Mortar of Racism," Paul Good. *The New York Times Magazine*. May 21, 1972; pp. 25-69.

The construction trades have erected rugged barriers of discrimination for minorities, but many groups, such as "Fight Back," in Harlem, are doing just that—fighting back. Good criticizes the New York Plan which supposedly would increase the number of minority workmen dramatically by putting trainees to work. However, in 16 months, it has resulted in only 300 minority trainees. Nationwide, discrimination laws regarding work seem to be workable in name only. Many contractors continue to exploit workmen and workmen exploit one another.

"Why So Few Black Homeowners?" Robert W. Dietsch. *The New Republic*. July 8, 1972; pp. 12-3.

Persistence of racial discrimination in home financing still occurs in spite of passage of Title 8 of the Civil Rights Act in 1968. Dietsch points the finger at four federal agencies, which supervise and regulate financial institutions and lenders, as being aware of the discrimination but still looking the other way.

"Your Mobile Home: Move It or Leave It?" *Changing Times*. April, 1972; pp. 23-4.

One attractive attribute of a mobile home is mobility. But the truth is most mobile homes

never move. A young couple share their experiences of moving their mobile home 625 miles and conclude it might have been simpler and less expensive to have sold it and bought a new one at the new location.

"What to Look for in a Neighborhood Before Buying a House," *Good Housekeeping*. June, 1972; p. 172.

A short article offering some checks to make to help one decide whether a neighborhood is suited to his family's needs. Included are neighborhood conditions, zoning, schools, community services, transportation, convenience, and recreation.

"Where Day-Care Helps Sell Apartments," *Business Week*. May 30, 1972; pp. 60-1; Illus.

"A boon to working mothers. Bait for young couples. A new market for builders." All over the United States, apartment developers are designing day-care centers into their apartment complexes as the latest, most effective way of attracting the family trade.

"Attractive, Inviting Cluster Housing; Apartments and Condominiums," *American Home*. September, 1972; p. 57; Illus.

A series of pictures of the best multifamily dwellings in the United States for 1972 selected by this magazine.

"Cluster Concept: Better Living on Less Land," Stephen Mead. *Better Homes and Gardens*. March, 1972; pp. 55-64; Illus.

A cluster development in Omaha, Nebraska, shows what can be done to use our land the best way possible. Floor plans plus color interior photos illustrate the article. Five people involved in the project give their first hand views.

"New Views on Housing," *Time*. August 28, 1972; p. 64.

New legislation introduced to provide more money for low-cost housing. British housing expert, John P. Macey, criticizes U.S. housing programs and points out problems and possible solutions, such as less federal control and increased local government responsibility for

its citizens' housing needs.

For Use In The Classroom

PAMPHLETS

Everything You've Always Wanted to Know About Carpet But Were Afraid to Ask.

Bigelow-Sanford, Inc.; 140 Madison Avenue; New York, New York 10016. 23 pp.

Booklet designed to give you the basic information you ought to know before you buy and to provide some of the answers to some of the questions you're sure to have. Explanation of terms of plush, twist, tweed, shag, random sheared, sculpture, custom. Different fibers—which is best? Is the back of my carpet important? How often do I have to vacuum carpet to keep it in good shape? Why do new carpets shed so much? I'm a cat lover . . . won't they ruin my carpet?

Cut-Outs for Kitchen Planning. H. E. 6-207, University of Kentucky, Cooperative Extension Service. 14 pp.

Scaled cut-outs of kitchen cabinets and appliances for use in planning and drawing both kitchen floor and wall plans. Squared sheets provided in folder drawn 1/2 inch to a foot.

Home Buyers Guide. National Association of Home Builders; 1625 L. Street, NW; Washington, D.C. 20036; 1973. 24 pp.

Written by NAHB to give you facts and advice to help you make the best buy for your situation. Includes checklists to use when you inspect a house and worksheets to use to determine how much house you can afford.

Buying and Financing A Mobile Home.

Department of Housing and Urban Development; Washington, D.C.; 1973.

This small pamphlet provides a quick review of national standards established for the mobile homeowner's protection plus major emphasis on various methods of financing a mobile home.

3 Easy Recipes For Finishing Furniture.

Consumer Education Department, Johnson's Wax. 3 pp.

Three different recipes for refinishing furniture are given complete with materials needed (quantities, too) and the method to use.

Restoring Accessories # 94. By Katherine L. Habel. Extension Division; Cooperative Extension Service; Virginia Polytechnic Institute; Blacksburg, Virginia 24061. 7 pp. Illus.

Another recipe formula and directions for restoring accessories. The "how-to" for baskets, wood, metal, pottery, tin, iron, and marble.

TEACHING KITS

People and the City — Housing Conflicts. By Larry Cuban and Mary H. Manoni. Glenview, Illinois: Scott, Foresman and Company, 1972. 47 pp. Illus.

This student booklet is one of nine in an urban studies series, part of the Scott Foresman Spectra Program for low achievers in grades 9-11. *People and the City* is designed to teach students fundamental knowledge that everyone, regardless of vocation, needs in order to "make it" in the city. The emphasis in the series is on practical problems which confront city dwellers. The booklet contains readings from books, magazines, and newspapers written at the sixth-grade reading level. Questions and activities are included for classroom discussion and use. Other student booklets include: *Speaking Up*, *Buyers Beware*, *Moving In*, *Getting Jobs*, *Crime and Safety*, *You've Been Arrested*, *Can Earth Survive?*, and *Who Needs School?*

People and the City — Teacher Tactics. By Larry Cuban and Philip Roden. Glenview, Ill.: Scott, Foresman and Company, 1972. 46 pp.

A teacher's guide for use with the *People and the City* booklets. It offers teaching aids, a separate bibliography for students and teachers, a suggested list of audio-visual aids, and tests for each booklet in the series.

Mobile Housing Resources Package. Mobile Homes Manufacturers Association, Consumer Education Division, Dept. HEC-73, Box 32, Chantilly, Va. 22021.

Everything you need for a study unit on mobile home living! The complete package includes 1) a *Mobile Homes Teaching Unit*, 2) a *Resources Package*, and 3) a *Student Learning Package*.

The *Mobile Homes Teaching Unit* is written by two home economics educators, Marjorie S. Stewart and Rebecca Toadvine of the University of Kentucky, Lexington. Five study sections are included: facts about mobile home living, selection, costs, site selection, and care and maintenance. The text is complete with reading and resource lists, bulletin board ideas, transparency suggestions, bibliography, glossary, and evaluation tests. This two to three weeks' learning project is adaptable to secondary, college, extension, or adult education levels. 64 pp.

The *Resources Package* is a library of consumer-oriented information providing facts on financing and insuring, mobile home standards, demographics, cost comparisons, buying tips, industry career opportunities, and much more.

The *Student Learning Package* is an individual notebook research project containing opinion test, study guide, two mobile home floor plans with scaled furniture cutouts.

HOUSING SIMULATIONS FOR USE IN THE CLASSROOM

BACHELOR PAD,* developed by Catherine Huppert, DePere High School, DePere, Wisconsin, is a housing simulation designed to evaluate and select the type of rental housing that is consistent with a bachelor's way of life. The simulation allows students to identify housing needs, scrutinize available rentals, select suitable housing consistent with money available, and evaluate housing choices.

EQUIPMENT NEEDED

- Role cards with descriptions of individuals looking for housing
- Rental cards with descriptions and/or pictures of housing available

Role Cards

1. Frank Black, you are 19 years old, ready to move out of your parents' home because of crowded conditions. You have full-time employment at the mill on the day shift. Your take-home pay after deductions is \$370 per month. You purchased a new car and your payments are \$100 per month. You have no furnishings to speak of but are interested in some home entertainment units. Champ, the beagle you've had as a companion for three years, must make the move with you.
2. Craig Blue, you are 18 years old. You are ready to move out of your parents' home so that you can be closer to your job and have more independence. Your job is a six-day-a-week, 9-5, job at a downtown shoe store. Take-home pay for the month is approximately \$200. You do not own a car at this time. A portable TV and a tape player are your prize possessions that you want to move with you.
3. Tom White, you are 19 years old. You had full-time summer employment which you gave up to concentrate on a two-year course at the vocational school. Your car is paid for, school clothes all in good shape, like to have friends around to play cards, watch TV, listen to music, or drink beer. Because you get together frequently after studying, everyone chips in for beer and snacks. One

of your favorite pastimes is puttering in the kitchen. You have to budget your spending from savings and your parents' help of \$100 a month.

4. Peter Smith, you are 18 years old and have decided to attend a four-year college away from home. Your goal is to become a CPA. You had a good paying part-time and summer job for the past two years. This has to pay for some of your college training. Your parents have agreed to pay your tuition and books since you agreed to sell your car. The one thing you don't want to leave behind while you're attending college is the stereo-tape player you built. Your mom is making available to you any bed or bath linens you might need. At this point, you have \$75 per month for room, board, and incidentals.
5. James Green, you are 19 years old and attending college on a part-time basis. Because of a part-time job, you need an automobile which has a balance of \$50 per month for six months. Hunting is a favorite pastime of yours and as a result you have a Golden Retriever. Your parents are in the process of moving to a small apartment and have offered you much of their furniture and furnishings. You are a very independent individual and like peace and quiet for study and relaxation by listening to music or reading a good book. Your monthly take-home pay from your part-time job is \$165.

Sample Rental Cards

These are actual newspaper ads:

1. Large three-bedroom apartment located near downtown on east side. \$170 a month plus half the heat. Ideal for young people. 437-8755 between 8 a.m. and 5 p.m. (Possible card additions: share with five people, range and refrigerator, on bus line.)
2. Large sleeping room with refrigerator and kitchen privileges. Parking, close-in. West side. 432-1577. (Additions: share bath, utilities included. Rent \$55 per month.)

Hidden information retained by teacher:

1. Pay own utilities, kitchen-dinette, living room, bath with shower, covered parking

The following simulations related to housing and home furnishings were developed in the summer, 1973, by students attending a workshop in Green Bay, Wisconsin, directed by Lois Hughes, assistant professor in Home Economics Education and Extension, University of Wisconsin at Madison.

*BACHELOR PAD could be broadened to include bachelorettes too, with the addition of role cards for women.

- extra, busy street.
2. No pets, own linens, twin bed, home of elderly couple in residential area, telephone privileges.

If pictures of rentals are available from realtors, attach them to description cards.

RULES OF THE GAME

For the teacher: The simulation is designed to help young men decide on the type of housing to rent once they have assumed a role from the choices given in the simulation or revised roles which might better fit a given situation. To complete the simulation, the student selects a rental which the teacher has prepared from newspaper or realty ads. The teacher may mount the rentals available on cards and add more information if she thinks it's necessary. Students could be informed of additional information available upon request by asking the teacher who might assume the role of realtor or landlord. This information is retained by the teacher. Once the student has made his selection, he will summarize in writing why he chose what he did and report to the class. Class discussion should follow each report. The class should devise a list of questions to ask when inquiring about a rental unit.

For the student: Select a role and assume the identity of that individual. Once you've become that individual, study the rental units made available to you and choose a housing facility which you feel is consistent with your role. You may ask the teacher who has assumed the role of realtor and/or landlord for additional information about rentals you are interested in. Once you've made your choice, summarize in writing the reasons for your decision. You will report to the class. Class discussion will follow. Upon completion, help the class devise a list of questions to ask when inquiring about a rental unit.

EVALUATION

Questions such as the following may be used:

- How many questions did you ask before making your decision?
- Was your choice then the same as you would make now? Why or why not?

HOUSING QUEST

Judilyn McGown, Barron High School, Barron, Wisconsin, wanted her housing students to understand how various individuals and inanimate objects within our environment may be affected by the housing decisions of other people in the neighborhood and/or community.

She developed *Housing Quest* which may be used to stimulate discussion or expanded into a simulation with prepared cards for various roles and decisions related to housing.

Students select or are assigned a role, ranging from individuals, e.g., the retired man with a heart condition next door, a teen-age girl, a working mother; to inanimate objects, e.g., schools, air, trees.

The following situation is presented: Family X is moving into the community or is planning some home improvements. You as an individual or inanimate object within the environment may be affected by their housing decisions.

The instructor presents three related choices or changes for family X's consideration, e.g., ranch, two-story, or split level style house.* Each student assumes his role and writes down the choice or change which he would like for family X to make. A student's choice will reflect his role's personal needs or viewpoints about how family X's decision would affect him.

Discussion may follow with each student identifying his role and telling why he made his choice. Often one person's reason for wanting a certain choice or change next door, in the neighborhood, or in the community may be entirely the opposite from another person's. Open discussion of the choices may enable students to appreciate other people's view-

points and our environment more fully. It might be interesting to see whether students would change their selection following the group discussion.

If played as a simulation, each student would vote for one of the three choices available on the decision card. If the three choices were irrelevant for a particular "role," the student could "pass." The choice receiving the majority of votes would be considered the best choice or change for the neighborhood and/or community.

As a follow-up to the discussion or simulation, students could write a statement on their

responsibility, as a consumer of housing and land, to other people and to the environment in the neighborhood and/or community.

*Other suggested examples of decisions related to housing are:

- brick, wood clapboard, or cedar siding exterior
- quick-growing choke cherry, slow-growing maple, or two grown elm trees
- coach light on house, post yard light, or no light
- hedge, fence, or only grass lawn
- rock garden, vegetable garden, or lawn

Illinois Teacher of Home Economics

Dear Subscriber:

Illinois Teacher regrets that our efforts to keep the subscription rate at \$5 and still remain "in the black" can succeed no longer. Our printing costs have *doubled* within the past year, postage rates are increasing, and labor costs are also climbing rapidly. The paper shortage will doubtless continue to spur price rises, too. Consequently, we are using a new format to put the same amount of copy on fewer pages to save paper and postage, but still we will have to increase our subscription rates as follows:

New Subscription Rates*

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1 year	\$ 7.50	\$ 8.50	\$10.00
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Student rates of \$5 per year are available for undergraduates and graduates when ordered by a teacher educator.

Back issues, \$1.75

*This applies to all orders postmarked after April 15, 1974.

Sincerely,

Hazel Taylor Spitze

Hazel Taylor Spitze
Editor



Illinois Teacher Assistant Editor Sue Summerville, left, checks subscription records with Publication Assistants Norma Huls, center, and Virginia Gorder, right.

"New Faces and Places in Home Economics" will be the theme for next year's volume of *Illinois Teacher of Home Economics*. We'll be exploring what our profession is doing and the direction it will be taking in the future. Leading off the first issue in the fall will be a collection of opinions and comments regarding our theme by several home economists throughout the nation.

Under our broad umbrella of "new faces and places," we hope to explore throughout the year such topics as: "unified arts" programs including home economics; home economics programs outside our schools, e.g., prisons, mental hospitals, government agencies; more programs for our minorities; careers; and family relations. We are honored to have the home economics educators from Penn. State as guest editors for one of our issues. And, of course, we will continue to include teaching techniques, materials, games, etc. to aid you in the classroom.

We hope you will join us next year!

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ILLINOIS TEACHER OF HOME ECONOMICS

REACHING ALL MINORITIES THROUGH HOME ECONOMICS

BETTER MANAGEMENT AND IMPROVED CONSUMER EDUCATION FOR ALL AGES

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THE UNIVERSITY OF ILLINOIS

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ILLINOIS TEACHER OF HOME ECONOMICS

REACHING ALL MINORITIES THROUGH HOME ECONOMICS

BETTER MANAGEMENT AND IMPROVED CONSUMER EDUCATION FOR ALL AGES

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INTRODUCING . . .



Dr. Judy Brun
our new staff member
in the
Division of Home Economics Education

Dr. Brun joined our staff in January following two and one-half years of teaching at Chicago State University. A native of Michigan, she completed her undergraduate work at Michigan State University. She received both her master's and doctorate degrees in Home Economics Education from Iowa State University. Judy has had a variety of other teaching experiences, having taught in junior and senior high schools in Michigan and Wisconsin as well as a summer of college teaching at Northern Illinois University.

She will be teaching in our undergraduate and graduate program, sharing in the supervision of student teachers, and helping with the editing of the *Illinois Teacher*. Her husband, Torben, a native of Denmark, is a research physicist at Argonne National Laboratory outside of Chicago. They have a pre-school son, Christian.

COMING NEXT YEAR

"New Faces and Places in Home Economics" will be the theme for next year's volume of *Illinois Teacher of Home Economics*. We'll be exploring what our profession is doing and the direction it will be taking in the future. Starting off the first issue in the fall will be a collection of opinions and comments regarding our theme by several leaders in home economics throughout the nation.

Under our broad umbrella of "new faces and places," we hope to explore throughout the year such topics as:

- "unified arts" programs including home economics
- home economics programs outside our schools, e.g., prisons, mental hospitals, government agencies
- more programs for our minorities
- careers
- family relations

We are honored to have Dr. Twyla Shear from Penn. State as guest editor for our November/December issue. Staff members at Penn. State will be contributing also. And, of course, we will continue to include teaching techniques, materials, games, etc. to aid you in the classroom.

We hope you will join us next year!

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Lowering the thermostat and rationing gasoline have been inconveniences most of us have learned to live with, but the "pinch" of the devalued dollar is another story. As our dollars seem to buy less and less than a week, six months, or a year ago, better management and improved consumer education for all ages become more and more important.

For many people, having never experienced the depression of the Thirties, America remains the "land of milk and honey," with the jug or jar never running dry. A reappraisal and maybe even a re-ordering of one's values may be necessary to cope with the problems of today's ever-changing world. As home economics teachers, we have the awesome responsibility of helping our students to shape their values and goals to meet the demands of the future.

This issue of *Illinois Teacher* sets forth what some educators across the nation are doing to help all minorities, whether young, old, gifted, or "slow," to manage their time, resources, and money more efficiently and effectively.

"Trash Is Cash" was one answer to the provocative question, "What can home economics do to help alleviate the environmental resources problem?" Home management residence students at Mansfield State College organized a recycling fair and gained valuable experience in the management process. Irene Lee and Stella Nash each share their Cooperative Extension Service projects, management for the low-income and for the aged, with us.

An article by Dr. Dorothy Dunn of the Food and Drug Administration explains the functions of the FDA and how it affects you, the consumer. Linda Nihoul and Shirley Slater, both home economics teachers, develop consumer education teaching units for two different minorities; one, the gifted; the other, the disadvantaged.

Rounding out the issue are a variety of actual teaching techniques for you to use in your management and consumer education classes.

We, here at *Illinois Teacher*, hope you have enjoyed this year's volume entitled, "Reaching All Minorities Through Home Economics." It has been an enjoyable experience searching for new and different groups who are being exposed to home economics, many for the first time. In many respects, we feel we have only scratched the surface since anyone can be a minority given the right situation.

And our thanks to you, our readers, who have so generously shared your ideas and/or experiences with us. We sincerely wish we could share everything, but because of your continued support, we are able to "weed and choose" the very best ideas to "pass on." Please continue to send us your ideas and programs which "worked."

I encourage you to take advantage of our new three year **special** subscription rate when you renew this year. It not only will save you money, but it cuts down on our yearly bookwork. Many of you may not know that *Illinois Teacher* is self-supporting via subscription revenue. In this day of continually rising costs for labor and publishing, we are indeed pleased with your continued support, to the tune of 5600 subscribers this year. Thank you.

Sue Summerville

Assistant Editor

TRASH IS CASH

—A Recycling Fair

Betty Stout, Instructor,
Home Economics Department
Mansfield State College,
Mansfield, Pennsylvania

ON A SPRING-LIKE DAY IN APRIL, people of varying ages descended upon the Home Economics Center at Mansfield State College with curious looking objects which on closer examination showed a planter made from an automobile tire, a lamp constructed from a bottle serving as a terrarium with an egg carton shade, a desk set from tin cans, and many more. All this was an answer to a most provocative question: What can home economics do to help alleviate the environmental resources problem? This was the question which home management residence students at Mansfield State College worked toward answering at the grass roots level in the form of a recycling fair entitled, "**TRASH IS CASH**" which was held during Earth Week, 1973.

The objectives for having the fair were to encourage awareness of and action toward re-using materials and to increase contact with individuals of different age levels. The objectives were successfully met as evidenced by the approximately 200 entries in the fair, the number of people who visited the fair, and the interaction between residence course students and the entrants in the fair. Those entering included nursery school children, elementary, junior and senior high school, and college students, students from special education classes, residents of senior citizen centers, and other adults.

Since it was the first such fair we had held, there were many unknowns. The remainder of this article will give ideas which might help someone else in planning such an event. I would suggest selecting people who can get motivated by such a project as did the co-chairpersons: Mrs. Darl Cadwallader, Ms. Betty Howell, and Ms. Andrea Staschak. These students remained enthusiastic throughout the planning period in which much detailed work was necessary and through the times in which we wondered if we would get even ten entries.

The rewards came the day that the entries arrived. The scene was one of people proudly arranging their displays, e.g., the campus nursery school children with their decorated meat trays, a man with planters made of old tires, a high school girl with bread wrapper

rugs, a junior high team of boys with their homemade cannon which they actually demonstrated for us, and a grade school entry with a note attached which said, "It drives the teacher nuts!" "It" was a tambourine. Further down the hall was a college student displaying a rug made of used nylon hosiery, a sorority group arranging a stool made of a tire and wood pieces, and a resident of Sherwood Manor Senior Citizen Center delivering objects made of egg cartons.

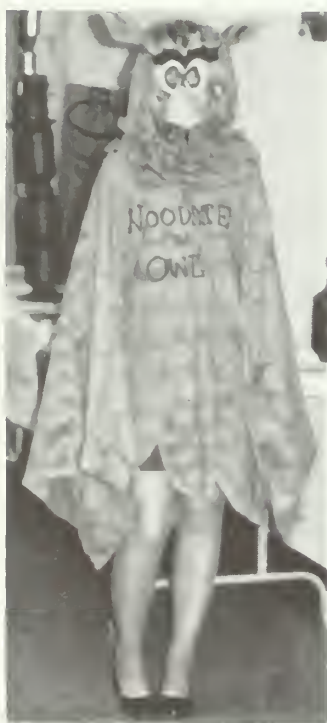
ADVERTISING—THE KEY TO SUCCESS

Naturally the 200 entries did not just happen. It took a rigorous advertising campaign. Brochures were developed (see a portion on page 228) and distributed widely. One major means of contacting the schools was through our approximately 70 student teachers who were in the teaching field at the time of the fair. This gave the opportunity for the student teachers to include environment related discussions in their classes. The spring cooperating teacher seminar and the fair were held simultaneously, thereby disseminating the concept of a recycling fair to the student teaching centers. This should help increase the number of entries in the 1974 fair.

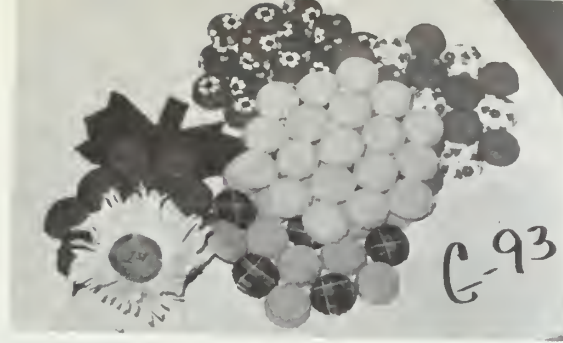
Scouts, 4-H and other extension groups, and town and campus clubs were contacted by the committee personally or via mail. Special attention was given to helping the older individual enter and visit the fair. A puppet show concerning pollution was given at a local nursery school which resulted in the children making an entry. Home economics faculty members received their announcements of the fair in an egg carton, resulting in some faculty entries.

One of the biggest attractions was "Woodsey the Owl." Ms. Kathleen Jones, another management student, prepared the costume and roamed the Mansfield campus and shopping areas to attract entrants and again during the week of the fair to attract visitors. It was somewhat difficult to make a friendly looking owl and it is desirable to have one which will not frighten children.

Mobiles made of cans were hung in the halls



"Woodsey the Owl," portrayed by Kathleen Jones, roamed the Mansfield campus to advertise the event.



major campus buildings to announce the fair. Posters with entry blanks attached were also placed in campus and town buildings. The campus and local radio stations carried announcements. Excellent pre- and post-fair coverage was provided by the local and campus newspapers. On the days of the event, the marquee at one entrance to the campus announced the fair and an ecology flag was hanging at the home economics center.

SETTING UP THE ENTRY RULES

The rules for entry are shown on the brochure on page 228. We had originally thought there should be two categories of entries: decorative and functional. However, it was impossible to divide entries in this way since many were in both categories. Entries were divided into age groups and into individual or group categories. A limit was placed on table space used but not on height.

Seventy-five per cent of the item was to be made of recycled material. The judges made a decision concerning entries meeting this restriction. Members of the geography, art, and biology departments of the college served as judges, fostering inter-departmental cooperation. Judges were also selected from these businesses contributing money for the prizes.

Local merchants and other individuals were very helpful and generous in contributing cash and advice. The local Audubon Society chapter was particularly helpful.

THE RECYCLING FAIR BECOMES REALITY

The fair was held in the hallway of the Home Economics Center which meant that there was a captive audience of students and faculty enroute to classes. The fair's location meant that individuals were reached who otherwise might have no reason to visit the campus and the newly renovated home economics center. It also gave the opportunity to announce the department's three new majors: Child and Family Services, Consumer Services, and Food Services. Previously,

Mansfield State Home Economics Department had offered only the Home Economics Education major. Some schools brought bus loads of students which provided the opportunity to talk with prospective students.

On opening day it was very important to have the table layouts completely planned before entries began to arrive to eliminate confusion. It was also necessary to have hostesses organized during the fair to welcome visitors and to make sure no project was damaged or taken. The residents of the senior citizen housing unit were particularly helpful in this way. They spent much time sitting at designated places among the exhibits, allowing students and older individuals to become better acquainted.

Experiences planned to achieve cognitive objectives included a forum presented by representatives of an electric company, county planning commission, a company receiving glass recycled by college and community residents, a geographer, and others. These cognitive objectives had been defined by management instructors: Mrs. Amelia Tolosky, Mrs. Helen Martin, and Ms. Betty Stout.

Many organizations and companies provided free literature related to ecology which was available to those attending the fair. Slides and snapshots of the entries were made to help in advertising future fairs. Students prepared a video tape based on the fair which might be utilized by an educational television station.

AFTER THE FAIR—A TIME TO EVALUATE

The students in the home management residence course viewed the fair as a valuable experience in the management process providing experiences such as the exploration and utilization of community resources in making initial plans as students met with community members for input and in securing guest speakers concerning various aspects of the environmental resource problems; decision making and adjusting of plans; the expression of creativity in advertising; and controlling the plan with the myriad of responsibilities during



Top, left: Soda bottle caps became hot pads for the table with a little padding, material, and stitching.

Top, right: A turtle stool made of an old tire, wood, and papier-mâché was one of the college division entries. Another was a rug made from used nylon hosiery. Above: Bread wrappers and plastic bags combined to make some colorful rugs entered by a high school girl.

Right: First place in the junior-senior high school division was a footstool made of juice cans, padding, and a decorative covering.

Below, top: A wall hanging made of decorated meat trays was a first place winner in the nursery school division. **Below, bottom: A second place winner** in the adult division was a wall decoration made of flip top can tabs.



the actual event.

In view of the many individuals interested in recycling who were contacted as a result of the fair and who will provide input, it is planned to make the fair an annual Earth Week celebration.

It should be noted that students in the residence courses indicate a commitment to conservation in their day-to-day living in such ways as maintaining a compost heap, recycling bottles and paper, remodeling of the basement of one residence house by using recycled materials, and holding open houses with consciousness-raising techniques on what each individual can do in his or her own living situation to conserve resources.



TRASH IS CASH

Today's way of life presents a need for ecology. In order to live as we live today in our future years we must all become personal conservatives in the use of material goods. Through a little thought and creativity it is possible to turn useless discarded trash into unique decorative and/or useful items - such as jewelry, furniture, wall-hangings, and many more.

Now is the time to be creative and to do something useful with what you once called TRASH and possibly receive CASH. How? - Enter your creation in the recycling fair "TRASH IS CASH."

The fair is set for April 12 and 13, 1973, in Room 104, of the Home Economics Center, Mansfield State College.

All entries must be made of recycled materials and can be individual or group entries. Each entry will be judged according to the following divisions: Elementary, Junior-Senior High, College, and Adult. Cash prizes will be awarded to the most creative entry in each division.

Exhibits will be on display for the public: Thursday, April 12, 9 a.m. - 4 p.m. and 7 p.m.

- 9 p.m., Friday, April 13, 9 a.m. - 5 p.m. The awards will be announced Thursday, April 12 at 7 p.m.

RULES

1. 75% of the exhibits must be made of discarded materials.
2. The size of the exhibit should be no larger than 3' x 3'.
3. All exhibits must be accompanied with card including the following: name, division of entry, the materials recycled, and the use of the exhibit - is it functional or decorative?
4. Entry forms must be completed and returned on the enclosed card by March 30.
5. All exhibits must be in place by Wednesday, April 11, in Room 104, Home Economics Center, MSC. The room will be opened between 3 and 5 p.m. and 6 and 8 p.m. during that day.
6. Exhibits can be removed Friday, April 13, after 5 p.m. or on Saturday, April 14, between 9 and 12 a.m.

Better Management Can Raise The Level Of Living For Low-income Families

MANAGEMENT OF FAMILY RESOURCES should be based on the premise that families are able to solve financial problems in a manner best suited to their way of life, values, and desires.

The possession of money does not make a manager. Families need to know that they can use the management process to achieve those goals that are important to them. Management is a process related first to all resources, then to specific resources and finally to the family life cycle. Management means control and control means action. It succeeds not only by what it has accomplished in the past, but its ability to control what is happening at present, and what is going to happen in the future.(1) Each individual and family group has its foundation of resources to help achieve its goals, but many families need help in utilizing their resources to the fullest extent.

Realizing the need for such help, the Extension project, *Improvement of Management Practices Involving Human and Natural Resources in Four Arkansas Counties*, was initiated December 1, 1971, at the University of Arkansas at Pine Bluff. The project, written by Dr. Phyllis Greenhouse, Head of the Home Economics Department at the University of Arkansas at Pine Bluff, is the result of legislation by the United States Congress in appropriating funds to the United States Department of Agriculture for use by the 1890 land-grant colleges.

OBJECTIVES OF THE PROJECT

Dr. Greenhouse gave these objectives as targets for the project:

- 1. To help families utilize time fully in order to increase the family's income and reduce its expenses.
- 2. To help families learn to control the family cash income expenses.
- 3. To be able to use farm resources for supplementing and improving the nutritional value of family foods.
- 4. To better meet financial emergencies of illness, accident and death.
- 5. To enable families to use credit wisely and to find the best bargains in borrowing money.

Anticipated results were given the project as follows:

1. Families should learn some techniques in the management of family resources for maximum results.
2. Hopefully, families will learn to use time and energy wisely for better results.
3. Products available from the parallel project in agriculture will be utilized in order to supplement and expand family diets. Families should learn to make better use of welfare commodities and to make them more palatable for family needs.
4. Families should be better prepared to meet emergencies and family crises with less stress.
5. The wise use of credit and installment buying should result in families saving money.
6. Some techniques for saving money, such as in family clothing, should be learned in order to further extend the family dollar.

PROCEDURE

Ten Extension Home Management Aides are working in four Arkansas Counties helping 603 families with limited resources to achieve an abundant life. There are 700 young people in these families. The ages of the homemakers range from 14-94 years of age. Aides used predetermined criteria to select families for the project. After being assigned to different communities they knocked on doors to introduce the program and enroll qualified families.

Each program family is worked with for about two years. These broad areas are being covered in the program: money management; managing resources in planning, purchasing, and preparing foods; home safety and sanitation; management in the home; and management in the selection and care of clothing.

Program families are being taught in small groups, large groups and individually. Some are visited once per month while others are visited twice per month. Instruction takes place in the homes of families and is begun where the homemaker is at the time he or she enrolls in the program. Each person is taught at his own rate of learning. Much of our teaching is done in groups. In 1972, 325 home-

Irene Kathy Lee,
Extension Home
Management Specialist,
University of Arkansas
at Pine Bluff

makers were meeting in groups. One aide in one county was working with 106 families; 92 were organized into groups. Today, Extension Home Management Aides are teaching an average of 28 group meetings a week, with an average of 130 program families participating.

IDENTIFYING NEEDS OF FAMILIES ENROLLED IN THE EXTENSION HOME MANAGEMENT PROGRAM

A number of needs have been identified in working with program families. Extension Home Management Aides, through educational activities, are helping families improve family living.

Inadequate Housing

One of the greatest needs of program families seems to be in this area. A workshop, Guides for Interior Designs (designed for low-income families), was held for Extension Home Management Aides. Drapery making, arranging furniture, and upholstering techniques



were covered in the workshop. Home Management Aides have received additional training in home safety and sanitation.

The first major thrust in working with program families was home sanitation. We called it **Creating A More Livable Home**.

Families were taught work simplification techniques, to share the work load, simple ways to beautify the home, to arrange furniture for comfort and convenience, and ways of arranging work and storage areas that utilize space more effectively. Some 234 families improved housekeeping skills. Approximately 250 families are now sharing the work load in the home. Many have made work schedules to simplify household tasks.

Home improvement is important to program families. Most families have asked for help in this area. Extension Home Management Aides have helped 400 families improve the physical appearance of the home through better arrangement of furniture, providing storage areas in the home, making accessories quilts, curtains, rugs, tablecloths, pillows, bedspreads, improvising furniture, repairing screens, steps, and yard beautification. Since the upholstery workshop for Home Management Aides (June 1973), 27 families have re-upholstered 48 projects at an estimated savings of \$1,337.05. An upholstery workshop was held in one county with 17 families participating.

Home safety workshops have been conducted in all four counties. There were 104 families participating in the workshops. We emphasized: accident prevention, recognizing hazards in the home, handling foods safely, Christmas safety, and what to look for in buying toys for children. Over 100 families made plans to make their homes safe as a result of the workshops.

Utilizing Community Resources

Two group meetings on **Utilizing Community Resources To Improve Family Living** have been held with a total of 50 program families participating. The meetings were conducted by a representative of the Pine Bluff Social Security Office. Families are using their community resources

better as a result of these group meetings.

A Better Way of Clothing the Family in Less Money

Some 456 families participated in the clothing phase of the program. They repaired older garments, constructed simple garments for their families, learned to buy used as well as new clothing, and learned to sew for the first time. Extension Home Management Aides estimated that families saved \$4,941.62 by constructing the family's clothing and making many of the home furnishings.

A fashion show/potluck supper culminated the clothing work in one county with 46 program families participating, 124 persons in attendance. The theme of the fashion show was: **Fashions On Parade**, with program families modeling and exhibiting garments they had made. The fashion show was commented by two program homemakers. This was an excellent opportunity for program families to demonstrate not only their clothing construction skills but also their food preparation skills inasmuch as they planned and prepared the foods for the potluck supper.

Lack of Money Management Skills

At the beginning of this phase of work, 241 families were surveyed for their opinions about credit. It was determined that the majority of this group had false information about consumer credit. Extension Home Management Aides have focused their teaching on credit, contracts, frauds, wise spending, and stretching the food dollar.

"Christmas Is In Your Hands" was the theme of the Christmas Fairs which were held in three counties. The exhibits prepared by program families included: quilts, aprons, sofa pillows, pillowcases, tablecloths, afghans, sofa covers, wall plaques, framed pictures, baked goods, canned foods, centerpieces, clothing items, toys, candle holders, wastebaskets, footstools, flower vases, dresser scarves, pot holders, Christmas decorations, and re-bottomed chairs. Quilting parties have been organized in two counties. Some 35 families have supplemented the family income, in the



amount of \$1,050.00, through the sale of quilts. Program families have participated in county fairs in three counties. Several families have won cash prizes.

An educational exhibit, "If The Old Woman Who Lived In The Shoe Had Studied Home Management She'd Known What To Do," acquainted the public in one county with the Extension Home Management Program. The exhibit prepared by Extension Home Management Aides and program families used slides to show accomplishments in all phases of work.

As a result of our emphasizing year-round vegetable gardens, in 1972, 300 program families planted home gardens. We assisted these families in preserving some of the food. Some 15,000 jars of fruits and vegetables were canned; 20,000 packages of food were frozen. Several families sold vegetables and fruits at the market provided by the Extension Horticulture Program. In 1973, 450 families planted home gardens. Some 15,890 jars of fruits and vegetables were canned; 27,431 packages of foods were frozen. An increased number of families sold fruits and vegetables to add to the family's income.

Extension Home Management Aides report that 285 families have found ways of saving money as a result of our teaching money management.

Lack of Meal Preparation Skills

Extension Home Management Aides have

Above: "Christmas Is In Your Hands" was the theme of the Christmas fairs which were held in three counties. The exhibits prepared by program families included quilts, wall plaques, canned foods, pillows, and other items which they had made.

This sunbonnet girl quilt is just one of many made by women organized into quilting groups. Some 35 families have supplemented the family income, in the amount of \$1,050, through the sale of quilts.



given food demonstrations in preparing nutritious low-cost meals. Much emphasis has been placed on stretching the food dollar through the preparation of one-dish meals.

Lack Of Competency in Employing and Relating a Workable Meaning of Their Everyday Life

At the beginning of instruction and every six months thereafter, a decision making test is given each homemaker. So far, three such tests have been given. We see evidence that better choices are being made, more family members are participating in making major decisions in the family, and more alternatives are being considered in decision making.

A shortcourse, **Helping Families Improve Interpersonal Relationships Through Effectively Meeting Family Crises**, was conducted for Home Management Aides. Through their teaching of **Saving For A Rainy Day**, they are helping families to better meet emergencies of illness, accident, death, and other family crises.

An evaluation test was given 450 program families recently to help them realize they have choices and that they do make decisions. Some 269 of these families recognized the first step in problem solving.

CONCLUSION

Extension Home Management Aides are helping families to make rational decisions in planning, purchasing, and preparing foods; money management; in selection and care of clothing; home safety and sanitation; and in making the home more livable on a limited budget. Through their efforts they are:

- Raising the aspiration of their families.
- Developing pride in homemaking.
- Improving skills.
- Improving standards of living.
- Helping families to have a more satisfying home and family life.

Through good management we can and are helping families achieve a better life, an environment conducive to creating effective interpersonal relationships in the family. And this is what Extension is all about—helping individuals and families to help themselves.

References

1. Greenhouse, Phyllis.
Improvement of Management Practices Involving Human and Natural Resources In Four Arkansas Counties.
Extension Project. University of Arkansas at Pine Bluff, 1971. p. 1.

Meeting The Needs Of The Low-income Aged Through Extension Home Management

This article may suggest to home economics teachers some ways to involve high school students or FHA members in services for the aging or provide background information for discussions of family relations and/or the family life cycle. Understanding people different from ourselves, in age or any other characteristic, helps us to grow toward self-actualization.

SOME AGED PERSONS bring to their older years a lifetime of social indignities and a lack of culture, educational, and social activities. Possibly, many of them have skills and good potentials that have not been recognized, as well as the ability to learn and develop mentally. The aged generally have smaller income, their health is degenerating, and many live alone. Fatal home accidents are a greater problem in the over 65 age group than in others. Health care is usually in the case of crisis, and their medical care tends to be long-term and expensive.

One of the most tragic aspects of aged persons, especially those in the low-income and minority groups, is the feeling of being rejected and unwanted. Some withdraw from the concerns which were important in their life development; others tend to become isolated or withdrawn from community activities until they are affected mentally, socially, physically, and emotionally.

The inception of the first Extension Home Management-Aging Project in Arkansas was July 1, 1972. Based on statistics from the 1970 Census Report, three counties in Southeast Arkansas were selected as target counties because of the number of persons 60 years of age and over with an income of less than \$4,200 per year. The project's main aim is to develop and make optimum use of mental, physical, and social resources of these persons. The Extension Home Management-Aging Program is under the direction of the Extension Coordinator, Dr. S. J. Parker, University of Arkansas at Pine Bluff, and the Extension Home Management-Aging Specialist. The specialist plans and implements all educational programs for the aides and the aged enrolled in the program and

supervises the seven aides that are employed to teach these program families.

OBJECTIVES OF THE PROJECT

- **To provide** the development of a citizens' corps for volunteer work within and outside the aging group.
- **To assist** older citizens to better manage local resources in order to maximize the benefits available to them.
- **To assist** with the nutritional needs as they relate to the aging and to provide help in the selection and preparation of special diets in terms of chronic illnesses and to work with other agencies for the development of programs for feeding the aging who cannot feed themselves.
- **To help** the aging utilize leisure time in a more meaningful way through the teaching of simple skills which may eventually bring in additional income for them.
- **To provide** assistance for the aging in helping to utilize resources on hand for creating comfortable, safe, and sanitary living conditions in order that they may adjust to later years in life.
- **To provide** social activities through organization of groups and encourage involvement with civic, inspirational, social, and recreational activities in the community.

PROCEDURE

Seven senior citizen aides were employed for the three counties to recruit individuals and families. The aides participated in two weeks of educational activities before contacting and enrolling families. Subject matter included: nutrition, health, human relations, safety, leadership development, family living, and community resources. The first week of educational activities included:

- Knowing your community.
- Ways of reaching families.
- Psychological aspects for motivating the aged.
- How to relate and communicate with the aged.
- Values and the hierarchy of human needs.

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A *senior citizen bazaar* offered 228 families enrolled in the program an opportunity to exhibit hats, lamps, flowers, and other articles they had made.

- Methods of working with the aged.
- Health problems of the aged.
- Guidelines for home visits.
- Policies and procedures.
- Record keeping.

The second week included visits to agencies and organizations in the community to find out what resources were available for the aged. The Extension Home Management Specialist prepared the educational outlines and programs and recruited resource persons for assistance.

Throughout employment, educational activities are provided for the aides through workshops, seminars, and short courses. Some examples are:

Workshops

1. Food preservation; 2. Clothing repair, construction, and care; 3. Jewelry making; 4. Hat making; 5. Techniques in upholstery; 6. Creative decorating on a shoestring budget

Short Courses

1. Consumer buying and home management;
2. Helping families improve interpersonal relationships through effectively meeting family crises;
3. Use and care of gas range;
4. Stretching the food dollar;
5. Home gardening;
6. Working with the visually and physically handicapped

Seminars

1. Basic and therapeutic nutrition;
2. Recognizing frauds;
3. Importance of a will;
4. Controlling household pests;
5. Social security benefits;
6. Facts to determine when purchasing a lot;
7. Food stamp program;
8. Social Security benefits

In working with the aged, different educational methods are used such as: demonstrations, story telling, role playing, games, discussions, skits, films, filmstrips, slides, poems, educational records, and displays. None of the aged persons enrolled had been members of any educational organization. They were enrolled by door-to-door solicitation by aides.

SOME MAJOR ACCOMPLISHMENTS

A total of 455 families are enrolled (523 individuals). Eighty-one group meetings were held within one year with a total attendance of 1331 persons. A ten-page community resource directory was prepared, entitled, "Are You Aware of Your Community Resources." This directory listed financial aid and assistance available, health and special services, utilities and services, emergency services, doctors, dentists, and funeral homes. A brief explanation of the services along with telephone numbers and addresses were included. The directory scored quite well with the aged, and because of requests made by those enrolled for extra copies for friends and relatives approximately 700 copies were distributed. The aged reportedly have increased the use of these services and have become better able to manage their available resources.

Seventy-nine volunteers were recruited to work with the aged group by providing transportation, social and religious activities, and to demonstrate good human relations by helping to put the aged back into the mainstreams of life.

Two hundred twenty-eight of the total families enrolled participated in two art and craft displays, whereby, they exhibited hats, quilts, lamps, crocheted bedspreads, and other articles they had made. One pre-Christmas talent show and two flower shows were held that involved most of the persons enrolled in the project.

Upholstery, jewelry making, hat making, money management, creative decorating on a small budget, and home repairs were favorite meetings among the aged. Living conditions are being improved through the utilization of

resources for a more comfortable, safe, satisfying, and sanitary environment. Thirty-two pieces of furniture including chairs, couches, and stools were upholstered. Many are engaging in home repairs, remodeling, food preservation, and clothing construction. Sixteen individuals found part-time employment and 117 are making and selling items for profit.

Whenever group meetings are held, reminder notices are given to each person enrolled by his/her aide. Each aide is responsible for enrolling 80 individuals. This allows contact with this aged person twice a month.

Samples of Group Meeting Reminders

1. A drawing showing one person whispering in another one's ear saying, "**Have You Heard About the Flower Show? If Not . . . Here's Something to Pass Along!**" Then the name, date, time, and place are indicated.

2. A picture is drawn of a very long dog with the words: "**Take A Long Look Into the Future.**"

"What Are Your Social Security Benefits?"

What Services Does Medicare Provide?

Will Medicare Pay For Bills In The Hospital and When I Am Out of the Hospital?

Will Medicare Pay For Doctor Services, Medical Services, and Home Health Services?

If you do not know all the answers to these questions, then come to this meeting:

"You and Your Social Security — Medicare Benefits." Date, time, location, and place are indicated.

3. A picture was drawn of a hand with a large bow on the index finger. The message was:

Just A Reminder!

Learn All About How:

Accidents Can Be Prevented.

The Home Can Be A Hazardous Place.

To Protect Yourself Against Falls And Fires.

An example of a display for the aged at one county fair was: "**Seven Life Packages Bring Security and Joy.**" These packages were wrapped with white wrapping paper and tied with red ribbon. Each package was labeled

with a subject: health, nutrition, safety resources, family living, human relations, and leadership.

CONCLUSION

The Home Management-Aging project is constantly being evaluated through observation, participation, questionnaires, and surveys. The aides are evaluated every three months. Evaluation forms for home visits, aide's performance, and program progress were developed by the specialist.

It is my feeling that the aged are very appreciative of the many educational activities provided for them. The aged population can make and have made great contributions to this society. They have utilized their physical and mental abilities to the best advantage. They have helped to pave the way for the society we now live in with its modern technology. The aging possess a quality that younger people do not have. They have an advantage over the youth; this advantage is that they have been young and now are old, and the young have not experienced being old. There is much to learn and much to teach in a home management aging program.

Group meetings are held often and a favorite was techniques in upholstery. Members have re-upholstered 32 pieces of furniture, including chairs, couches, and stools, as a result.



TODAY'S FDA



IF YOU WALK into any supermarket, pharmacy, or department store in the United States and look around, you'll see aisle upon aisle of products, most of which did not exist 50, 20, or even 10 years ago. The majority are sold far from where they are manufactured. This is a complete change from the days when virtually every consumable item in the American home was made or grown nearby. Modern technology has enabled us to mass produce the widest variety of products ever available to any people. Technology has brought benefits, but also the possibility of risk. Today the consumer cannot oversee the canning of tons of vegetables hundreds of miles away.

Just a lifetime ago the local pharmacist compounded medicines. Who is to insure that the medicines you buy in your pharmacy today are safe, pure, and of proper potency? The same question applies to virtually every item you see in the supermarket, pharmacy, or department store. Who is to insure that the manufacturer has used only the ingredients listed on the label? That products are adequately tested before marketing? That products are made under sanitary conditions?

For foods, chemical and biological drugs, cosmetics, medical devices, and products that emit radiation, the answer is the Food and Drug Administration. Today FDA has the most far-reaching responsibility of any Federal regulatory agency. How can you work with FDA to make sure that the products you use are safe, clean, and properly labeled? If you know how we at FDA work and if you know more about the products you buy, you can make wiser decisions in the marketplace. That's what FDA is all about. And that's why we want you to know about FDA.

SAFETY AND CONSUMER PROTECTION

To understand how FDA does its job and why the Government can never completely protect the consumer, you have to consider the concept of safety. What may be safe for one person is not necessarily safe for another. Nothing can ever be completely safe. Any product, if used incorrectly, has the potential

for harm. If you drank a whole gallon of water, for example, you'd probably become sick—but that doesn't mean water is unsafe.

FDA's approach can be simply stated: to be considered safe, a product must have more benefits than risks, and any risk must be justified. It is FDA's job to set the conditions under which the benefits of a product outweigh any possible risks. If such conditions cannot be set, then FDA must seek to prohibit sale of that product. The benefit-risk ratio applies to every product regulated by FDA. For example, in reviewing the scientific studies conducted for a new drug, FDA determines whether the proven benefits from the drug, when used as specified on the approved labeling, are sufficiently greater than the potential risks. Only if the benefits outweigh the risks will FDA approve the drug for marketing. The same judgment applies when FDA reviews data for a food or color additive, or for any other product.

In applying the concept of safety, FDA has a number of alternatives depending on the type of product and the degree of regulation authorized by Congress. FDA can prevent some products, such as unproven new drugs and harmful food additives, from ever being sold. FDA can require products to be redesigned, reformulated, relabeled, or packaged in a safer way. FDA can initiate removal of products from the marketplace whenever new scientific data reveals risks that are not acceptable. FDA can protect your pocketbook as well as your health by enforcing product standards and taking action against false or misleading labeling. Finally, FDA can go to court to seize illegal products, enjoin violative manufacturers, or prosecute the manufacturer, packer, or shipper of adulterated or mislabeled products.

FDA can do only what Congress authorizes. It can see that the products it regulates are properly formulated and manufactured and truthfully labeled. The rest is up to you. Safe use of a product you buy is your responsibility. Consumer protection involves a cooperative effort—between the people who make a product, those who sell it, FDA which regulates it, and you who use it.

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THE LAWS ENFORCED BY FDA

FDA's role and responsibilities are limited to the scope of laws which Congress has enacted and assigned to FDA for enforcement. The four laws listed below provide authority for the majority of FDA activities:

1. The Federal Food, Drug, and Cosmetic Act establishes FDA controls over foods and medicines for man and animals, cosmetics, and medical devices. Important amendments include the Food Additives Amendment of 1958, the Color Additive Amendment of 1960, the Drug Amendments of 1962, and the Animal Drug Amendments of 1968.
2. The Fair Packaging and Labeling Act spells out the requirements of labeling to inform the consumer of the ingredients and net contents of the package. FDA's authority is limited to foods, drugs, cosmetics, and medical devices.
3. The Radiation Control for Health and Safety Act protects the public from unnecessary exposure to radiation from electronic products.
4. The Public Health Service Act establishes FDA's authority over vaccines, serums, and other biological products, and its programs for sanitation in milk processing, shellfish, restaurant operations, and interstate travel facilities.

In addition, FDA administers the Tea Importation Act, the Caustic Poison Act, and the Import Milk Act.

THE FDA PEOPLE

To carry out the responsibilities of the Food and Drug Administration requires many different skills. FDA employs physicians, chemists, nutritionists, microbiologists, pharmacologists, lawyers, compliance officials, and consumer affairs officers.

FDA bases its decisions on a combination of science and law. FDA inspectors determine manufacturing conditions. Scientists analyze products and report their findings. Then lawyers and compliance officials evaluate evidence and decide what action can and

should be taken.

EDUCATIONAL MATERIALS

Every FDA Regional and District office across the United States has a consumer affairs staff. These men and women are trained to work with individual consumers, educators, and consumer groups to bring them information about FDA policies and programs and to report consumer concerns back to FDA.

FDA consumer specialists can provide you with a wide range of educational materials such as brochures, fact sheets, and slides. Of special interest is FDA's official magazine, *FDA CONSUMER*. Published ten times a year, it describes recent developments in the regulation of food, drugs, cosmetics, medical devices, and electronic products.

In major cities a consumer phone carries a weekly recorded message of special interest to consumers. Consult your local telephone directory for the number or call the nearest FDA office.

HOW TO REPORT TO FDA

Many of the regulatory actions taken by FDA originate from complaints made by consumers. A consumer may believe that some food, medicine, cosmetic, medical device, or other product regulated by FDA is mislabeled, unsanitary, harmful, or in some other way in violation of the law. You will perform a public service by reporting irregularities in products to FDA. FDA may not take legal action solely on the basis of your complaint, but it will investigate potential health hazards to see if there is a violation of a federal law. Here are some guidelines to follow:

- Ask yourself whether improper use of the product may have caused the problem. Did you use the product according to the directions? Are you allergic to any ingredient in the product? Check the label.
- If you believe the product to be inherently defective, improperly made, or deceptively labeled or packaged, please phone or write the FDA office nearest to you. Look up the

address and phone number under U.S. Department of Health, Education, and Welfare, Food and Drug Administration. A list of FDA Regional offices appears on page 240.

- If you wish, you may register a complaint directly with FDA headquarters. Write Food and Drug Administration, 5600 Fishers Lane, Rockville, Maryland 20852.
- Report your complaint as soon as possible. Give your name, address, and telephone number, and state exactly what appears to be wrong. If any code marks appear on the label or container—such as markings on the lid of canned foods—provide this information as well. Keep any unopened containers of the product.
- Also report the suspicious product to the manufacturer, packer, or distributor shown on the label, and to the store where you bought it.

PROTECTING YOURSELF

Whenever you buy any product, you are assuming a responsibility. To get the maximum benefits from the product, you should use it according to the instructions on the label, and observe common sense precautions. Here are a few tips on how to make sure that you are getting the maximum benefits from FDA's efforts:

1. Always read the label on a product before you buy it, and then again before you use it. Food should be cooked according to the directions on the label. The directions on medicine labels should be followed strictly.
2. Never mix chemicals that are not intended to be mixed. For example, two medicines may interact with each other. Alcohol can also interact with medicine; ask your physician or pharmacist for guidance.
3. Don't use any product that does not "seem right." Even a tiny amount of a spoiled food, for example, can be harmful. If the defect in the food was caused by what you believe may be a manufacturing error, report it to FDA.
4. In your home, take sanitary precautions. For example, in the kitchen, clean all utensils carefully, and refrigerate leftover

food immediately after meals.

5. Keep all medicines and other chemicals out of children's reach.

FDA's job is to see that products are clean and safe when you buy them. It's your responsibility to use products safely and wisely.

FDA PROGRAMS

Foods

FDA is responsible for regulating all foods, except for red meats, poultry, and eggs, which are the primary responsibility of the Department of Agriculture. FDA scientists test foods in the laboratory to make sure they are safe and pure. FDA consumer safety officers and compliance officers check labels for false or misleading claims and for deceptive packaging, and determine the adequacy of inspection and laboratory evidence to recommend legal action. FDA has nationwide programs to ensure that milk is properly processed, that shellfish are sanitary, and that food on interstate carriers such as planes and trains is safe and wholesome. FDA recently developed a voluntary program with food manufacturers to put more nutrition information on food labels, and to help ensure that you get the nutrients you expect in processed foods.

Cosmetics

Just about every man and woman in the United States uses cosmetics and toiletries. Are they harmless? All coloring ingredients in cosmetics must be proved safe by the manufacturer and certified by FDA. If a cosmetic or toiletry on the market causes significant harm FDA can step in. FDA has worked out a voluntary program with industry that calls for voluntary registration of cosmetic firms, disclosure to FDA of ingredients, and the filing with FDA of consumer complaints reported to the companies.

Medical Devices

Medical devices encompass a broad area, from clinical thermometers to electrosurgical equipment, from splints to heart valves. The law requires medical devices to be safe for use

and labeled properly. FDA takes action against devices with false or misleading label claims, devices without adequate directions for use, and devices which may endanger health. FDA has completed an inventory of all medical devices currently in use, and is classifying them into categories to determine the most effective control procedures for each class.

Medicines

FDA is required to approve the safety and effectiveness of medicines intended for use in animals or in humans which are sold in the United States. No new human drug can be put on the market until its manufacturer proves by testing that it is safe and effective. Does the medicine do what it is supposed to? Do its benefits outweigh its risks? FDA maintains surveillance over every medicine on the market. Advertising of prescription drugs in medical journals is regulated by FDA. Regulation of over-the-counter drug advertising, e.g., the kind you see on television and read in newspapers and magazines, is handled by the Federal Trade Commission.

FDA also plays a role in determining which drugs are being abused and should be subjected to legal controls. FDA's recommendations are forwarded to the Drug Enforcement Administration in the Justice Department. This Department enforces special controls over drugs with a potential for abuse. FDA has taken action to stop the sale of more than 400 drugs for which sufficient proof of effectiveness did not exist, and the labeling was changed on many other medicines. The Agency is now engaged in a review of all nonprescription medicines.

FDA makes sure that drugs for animals are safe and effective. Animal drugs are used for two purposes: to prevent and treat diseases and to make animals grow faster. Farmers need to understand how to use medicated feeds. The FDA, along with the Department of Agriculture, is especially concerned that meat, milk, and eggs do not contain drug residues that exceed permitted levels. Whenever FDA finds contaminated animal products, it takes whatever action is needed to

eliminate hazards to humans.

Biologicals

Biological drugs are products obtained from living organisms, such as vaccines, drugs prepared from human blood, and serums. These products aid in the diagnosis as well as prevention and cure of disease. Because of vaccination programs, crippling and even deadly diseases such as smallpox and polio have been virtually wiped out in the United States. Producers of biological products must be licensed by FDA. Each product must also be licensed, and the product must also meet all tests prescribed by the regulations to insure safety, purity, potency, and effectiveness. Biological drugs for animals are regulated by the U.S. Department of Agriculture. FDA is conducting a review of all biological products for use in humans to provide further assurances that they are safe, effective, and accurately labeled.

Electronic Products

Modern electronic devices often produce radiation in small amounts. Under the Radiation Control for the Health and Safety Act, FDA sets performance standards for electronic products including such household equipment as microwave ovens and television sets. FDA scientists constantly check electronic products to make sure radiation emissions are minimal and safe. A large part of FDA's radiation program deals with X-rays, which account for about 95 per cent of man-made radiation. FDA has established performance standards for X-ray equipment and conducts continuing educational programs for professionals who use it.

Imported Goods

FDA inspectors are continually on duty at ports of entry into the United States to make sure products meet the same standards as domestic goods. Laboratory scientists analyze samples of foods, drugs, cosmetics, and other products manufactured abroad for distribution in the United States. Shipments that fail to comply with the laws are denied entry. Under the Tea Importation Act, FDA examines all

shipments of tea to make sure they meet established standards of quality. FDA sends consumer safety officers abroad to check on manufacturing practices in plants that wish to sell their drugs in the United States.

FDA OFFICES

FDA has more than 100 offices strategically placed across the United States. No matter where you live in the United States, there's an FDA office or an FDA employee available to serve you. Contact the FDA Regional Office which serves your area for additional information.

REGION I

Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut.

Office: FDA, 585 Commercial Street, Boston, Massachusetts 02109.

REGION II

New York, New Jersey, Puerto Rico.

Office: FDA, 850 3rd Avenue, Brooklyn, N.Y. 11232.

REGION III

Pennsylvania, West Virginia, Virginia, Maryland, Delaware.

Office: FDA, U.S. Customhouse, 2nd & Chestnut Sts., Rm. 1204, Philadelphia, Pa. 19106.

REGION IV

Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Mississippi, Alabama.

Office: FDA, 880 W. Peachtree St., N.W., Atlanta, Ga. 30309.

REGION V

Minnesota, Wisconsin, Michigan, Illinois, Indiana, Ohio.

Office: FDA, 175 W. Jackson Blvd., Rm. A-1945, Chicago, Ill. 60604.

REGION VI

New Mexico, Texas, Oklahoma, Arkansas, Louisiana.

Office: FDA, 500 S. Ervay, Suite 470-B, Dallas, Tex. 75201.

REGION VII

Nebraska, Kansas, Iowa, Missouri.

Office: FDA, 1009 Cherry St., Kansas City, Mo. 64106.

REGION VIII

Montana, North Dakota, South Dakota, Wyoming, Utah, Colorado.

Office: FDA, New Customhouse Bldg., 20th & California Sts., Rm. 500, Denver, Colo. 80202.

REGION IX

California, Nevada, Arizona, Hawaii.

Office: FDA, Federal Office Bldg., 50 Fulton St., Rm. 544, San Francisco, Calif. 94102.

REGION X

Washington, Oregon, Idaho, Alaska.

Office: FDA, Federal Office Bldg., 909 First Ave., Rm. 5003, Seattle, Wash. 98104.

ADAPTING CONSUMER EDUCATION FOR THE HIGH-ABILITY LEARNER

THE PASSWORD OF THE DAY is consumerism, a catchall phrase that means many things to many people. In this article, the word has but one meaning—*education*. It's purpose is to adapt a regular consumer education program to an enriched program for high-ability learners.

SYSTEMS APPROACH TO CONSUMER EDUCATION

In almost any definition of consumer education, decision making is a central behavioral concept. When a consumer functions, he needs to recognize the problem, consider and evaluate alternatives, choose an alternative, and then accept the consequences. Several variables influence each step in the process. To explain the different viewpoints on decision making as it relates to purchase decisions, a number of systematic models have been proposed. The models illustrate inputs and outputs that shape decisions. Several models could serve as a framework in consumer education programs. Three of these models include the Engel, Kollat, and Blackwell model of consumer motivation and behavior (1), the Howard-Sheth model of buyer behavior (2), and a decision making model for consumer issues by Bivens, Bymers, Friedman, and Reagan.(3) These models are an effective means of expressing relationships among elements and showing how elements interact to affect a decision.

As educators working with high-ability secondary students, it seems to me most appropriate to use the systems approach. Systems allow for a more comprehensive analysis of consumer issues and consumer behavior. Also it is more suitable to the intellectual capacity of high-ability learners.

WHO ARE HIGH-ABILITY LEARNERS?

When identifying high-ability learners, it is valuable to consider results from several standardized tests (including intelligence, achievement, and aptitude tests). Usually high-ability learners show a potential for leadership, creativity, and academic excel-

lence. They usually are good organizers and skillful thinkers.

There is another group of children who may be equally bright, but who do not perform in accordance with their abilities. This problem is known as under-achievement. While there are several reasons for under-achievement, only the school's influence will be discussed here. If children are not challenged by the school's program to develop and use their intellectual talents, under-achievement may result. A curriculum providing only meager opportunity and making few persistent demands on high ability is likely to result in attitudes of indifference. When gifted students lack incentive, they often fail to develop a self-concept that recognizes their high ability. Schools may actually be perpetuating a cycle of poor performance and inadequate stimulation if they do not consciously and deliberately strive to present adequate challenges to all students.

High-ability students should not be left alone to develop their own potential as chance permits. Certainly their talents and potential contributions are too valuable for this type of indifference.

ADAPTING THE CURRICULUM FOR HIGH-ABILITY LEARNERS

Since John F. Kennedy proposed basic consumer rights enhancing the individual consumer's position in the marketplace, many consumer education programs have included a section on rights and responsibilities of the consumer. For illustrating the specific curriculum adaptations, a basic section on rights and responsibilities was selected from the Ohio consumer education curriculum guidelines.(4) When specific characteristics and needs of the high-ability learners are understood, difficulty in adapting curriculum to their needs is lessened.

In the examples of enriched material that are presented, only learning experiences and resources are expanded. Naturally objectives, concepts, and evaluation experiences would need to be developed as the particular situation demanded.

The purpose of this program enrichment is

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This article is condensed from Mrs. Nihoul's M.Ed. scholarly paper entitled "Consumer Education—Emphasis On High-ability Learners," which was written while she was a graduate assistant in Human Development and Family Studies at Penn. State.

to continue using the usual curriculum with the majority of the class while offering the enriched portion to the high-ability learners. The class would continue to function in the usual manner while enriched material was implemented for the high-ability learners.

RIGHTS AND RESPONSIBILITIES OF THE CONSUMER

In the Ohio curriculum, the entire unit encompasses the roles, rights, and responsibilities of the consumer. It is important to retain this basic structure while emphasizing rights and responsibilities. As a person adapts to a certain role, rights are expressed and responsibilities need to be assumed.

Five distinct rights and subsequent responsibilities are studied by the class. These rights and responsibilities are outlined in behavioral terms:

Right to Safety

Responsibilities

Examine merchandise for safety features, follow use and care instructions, report unsafe products.

Right to be Informed

Responsibilities

Analyze advertisements, keep informed about new products, check care instruction before buying, seek additional information if necessary.

Right to Choose

Responsibilities

Be selective, recognize income limitations, be honest in dealings, treat merchandise with respect.

Right to be Heard

Responsibilities

Voice complaints and satisfactions, make suggestions for product improvement, know where to go for help.

Right to be Protected

Responsibilities

Be aware of and respect existing laws and

standards, know one's rights, accept responsibilities as a voter, support voluntary organizations.

SUGGESTED ENRICHMENT EXPERIENCES FOR THE HIGH-ABILITY LEARNER

Following the outline of the five rights and responsibilities a brief description of the regular class activities will be given; then the enriched experiences will be suggested.

Right to Safety

The student may identify qualities of goods and services that endanger life or safety and demonstrate his ability to select and use products that incorporate safety features. The class may analyze products that are potential safety hazards; analyze instruction booklets for clarity, and demonstrate use of a product's safety features.

Enrichment

1. Unsafe products that were recently taken off the market may be traced and analyzed to find out why such action was necessary, in what ways they were unsafe, and who was responsible for the removal decision.
2. The student may report an unsafe product to the manufacturer and/or a government agency by using an official form. **Resources:** FDA, Thomas Register (list of products and manufacturers' addresses).
3. The student may select one type of product, e.g., infant's car seat, and determine safety regulations. Then the student can make her safety recommendations as to purchase and/or modification of the product.

Right to be Informed

The student may analyze and use information published by agencies and businesses when making consumer decisions. The class could search for a new product, collect information through various sources, and then evaluate the information on the labels.

Enrichment

1. Recently it has become possible for advertisers to disclose competitors' names when comparing similar products. The student

- may choose one example of such comparative advertising he/she has seen on TV and appraise the positive and negative effects.
- The student may compare and contrast product evaluation as presented in *Consumer's Reports*, *Consumer Bulletin*, *Consumer Guides*, and government reports, e.g., *Pennsylvania Shopper's Guides for Term and Life Insurance*.
 - Students could be encouraged to appraise the usefulness of the U.S. Government's procurement listing and explain its limitations for the average consumer.
 - Three fabric stores, or fabric departments within stores, could be visited and inquiry made regarding the store's adaptations in accordance with the textile care legislation which requires labeling as to care instructions.
 - Types of insurance, collision, liability, or theft, one might need if renting a trailer to move across the country could be determined, policies compared, and needs analyzed.

Right to Choose

The student makes informed choices so that he can compare goods and services and select the alternatives which best meet his needs. The class is interested in comparative shopping, efficient shopping, and consequences of customer dishonesty.

Enrichment

- The student may go to a supermarket and observe ten shoppers as to how many use lists and then ask four people at the supermarket for two suggestions that make their shopping more efficient.
- Continuing with the consequences of customer dishonesty, the student investigates the process following the cashing of a "bad" check by finding out who takes the loss, who traces the drawee, and why certain forms of identification are required when cashing a check.
- The student may select a shoplifting case that is publicized in the paper. Then the student traces the laws that protect one suspected of shoplifting, determines who prosecutes the shoplifter, the extent of

shoplifting in the local region, and the cost of shoplifting absorbed by all consumers.

Resource: district magistrate's office or similar municipal courts depending upon the state court system.

Right to be Heard

The student may communicate to proper sources documented complaints and suggestions of consumer interest. The main class may discuss agencies and businesses where complaints and suggestions can be made.

Enrichment

- By interacting with local businesses, the student may develop a list of stores that stand behind their merchandise, differentiating between stores that grant credit, give refunds, exchange merchandise, and stores that make all sales final.
- Students may contrast the different responsibilities that agencies maintain. They may also contrast the different type of power, leadership, and reputation of these agencies.
- Students may consider such agencies as FDA, FTC, BBB, etc., and explain why complaints may go to one agency rather than another. **Resources:** Stewart M. Lee, "A Consumer Writes for Consumer Rights," *Journal of Consumer Affairs*, Vol. 2 (Winter 1968), pp. 212-223. "Consumer Information," *The Buying Guide Issue of Consumer Reports*, Vol. 37, No. 12 (Dec. 1972), pp. 370-385.

Right to be Protected

The student may identify and use the aid and protection afforded the consumer by business, government, and independent organizations. The main class may examine incidences of fraud, dishonesty, and misrepresentation. They could identify laws that need revision.

Enrichment

- The student may select a local company and inquire about adaptations they have made concerning pollution control. What were some of the various influences that forced the pollution control, e.g., served as a tax shelter, legislation regulations, social concern?

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"OPENERS"

For Consumer Education

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WHAT DO YOU DO when you need an "opener" for a unit in consumer education? This was one of the challenges put forth in a consumer education workshop during the summer of 1973 at Loma Linda University, Riverside, California. The following three strategies acting as "openers" to facilitate the motivation of students to understand the importance of a subject were developed by workshop participants.

Rhoena Armster, San Diego Academy, San Diego, California, passed each participant a bright orange envelope. She asked her fellow classmates to open the envelope, read the directions, and respond to an advertisement of a house listed for sale. The questions were:

1. What income level was the advertisement directed to?
2. What clues were given as to the kind of life style this particular house would appeal to?
3. Why do you think the house is being sold?

This opener was used to motivate students to study the ramifications of choosing housing.

Sarah Beltz, Fairview Academy, Colton, California, chose to develop a strategy and learning packet around nonflammable products on the market. As her "opener" she

lit ammonium dichromate to show how very flammable some products are. She demonstrated a burning test on cotton flannel that was flammable and one that was processed to be flame retardant. This in turn introduced a packet which included laws and regulations regulating children's sleepwear.

Phyllis Brenneman, Zambia, Africa, chose to develop a learning packet on credit. She indicated that students in Zambia are in need of a background in using credit as are students in the United States. Her "opener" consisted of passing each participant a penny. Using a fast zig-zag questioning technique she helped the participants to a conclusion about using credit wisely. This particular method employs the use of some questions relevant to the subject matter and others only requiring rudimentary answers. Some examples are:

1. Is the object I hold in my hand a plant, animal, or mineral?
2. What is a broad name for the object?
3. What color is it?
4. If you owe me for the object it is called _____?

This particular kind of strategy is a fun way to emotionally involve students in the subject matter.

(Cont. from page 243)

2. Students may wish to study one company that has shut down instead of adapting to meet the pollution regulations; determining why the company went out of business, what alternatives were available, and what the costs of alternatives were. **Resources:** Weyerhaeuser paper mill in Everett, Washington; paper mill in Tyrone, Pennsylvania.
3. A student interested in law might like to investigate how the common citizen can testify at the local, state, or national level in support or opposition of a consumer issue. He could analyze a recent piece of consumer legislation of special interest to the local area determining who introduced the bill, what groups supported and opposed it, and what investigation was carried out in congressional committees.
4. Students may wish to appraise the rights one has in protecting his name from being sold to commercial mailing lists and assess the chance one has of removing his name

from junk mail lists after determining how one's name gets on all the lists. **Resources:** Junk Mail Merchants, Direct Mail Advertising Association, Congressman Frank Horton of New York.

CONCLUSIONS

The suggested enrichment learning experiences were compiled to provide a range of activities that might be used to challenge and motivate the high-ability learner. Certainly the student would be able to complete the basic learning experiences, but these most likely would not provide the breadth or depth to satisfy the individual's curiosity. The enriched experiences were created to provide diversification in the student's program. With different needs and goals, the high-ability learner should be given the opportunity to develop his/her own talents. A high-ability student can profit by an enriched consumer education program.

Consumer Education For The Disadvantaged Student

HOME ECONOMICS TEACHERS support the need for meaningful consumer education programs and courses in schools today. Many of the present problems and concerns in our society are consumer related. Educational programs must focus on preparing students to be competent consumers. Most home economics teachers recognize the vital role they have in emphasizing consumer education development. All home economics subject matter content can be directly or indirectly related to consumer education.

Home economics teachers can integrate consumer education concepts into all areas of subject matter content and can also teach separate consumer education units and courses.

Questions from teachers are not related to *why* should we teach consumer education. Teachers are asking *what* should be included in consumer education courses. What content is relevant to student needs and interests? Equally of concern to many teachers is *how* can consumer education be taught effectively. How can students be motivated to learn about consumer education?

Some home economics teachers express a concern about their lack of preparation in consumer education. They are unsure and hesitant about teaching consumer education in depth. Other teachers report that their students are not interested in studying consumer education. The teacher becomes discouraged because students act bored or do not respond in class.

The concern about *what* to teach in consumer education and *how* to motivate students of all types indicates a need for in-service education.

A CONSUMER EDUCATION INSTITUTE FOR TEACHERS OF DISADVANTAGED STUDENTS

In the summer of 1973 a two-week teacher institute was funded by the Ohio Department of Education. Twenty-eight home economics teachers attended the Consumer Education Institute for Teachers of Disadvantaged Students in Southeastern Ohio. The teachers

represented home economics departments in middle schools, junior high schools, comprehensive high schools, and occupational home economics in vocational schools. The proposal for the institute was written cooperatively by faculty members in the School of Home Economics at Ohio University in Athens, Ohio, and the local home economics supervisor at Tri-County Joint Vocational School in Nelsonville, Ohio. Funding provided stipends, materials, resources, and speakers for the teacher institute and for three in-service days during the school year.

The theme for the institute was **Fly Consumer — An Educational Excursion**. The "trip" included:

- Value clarification activities
- Group process activities
- Speakers on disadvantaged students
- Non-verbal and listening activities
- Simulations and games
- Recycling materials
- Speakers on consumer education
- Curriculum development
- Task teams
- Individual projects
- Subject matter specialists
- Materials and media development
- Evaluation of resources
- Updating on content and methodology
- Advisory committees
- Participant panels
- Demonstrations
- Individualized instruction
- Self-assessment
- Professional development
- Portfolio showings
- Hijack to a media center

The major focus of the institute was to help home economics teachers relate current subject matter content to the teaching of consumer economics. An emphasis was placed on understanding and motivating students, particularly those who may be disadvantaged.

WHO ARE THE DISADVANTAGED?

A "disadvantaged student" was defined for this institute as a student who had not had the opportunity to develop to his/her potential, or

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a student who has not taken advantage of the opportunity to develop to his/her potential. This definition included many of the home economics students in the classrooms of South-eastern Ohio such as: the slow learner, the physically handicapped, the gifted student, the apathetic boy or girl, the economically poor student, the underachiever, the unmarried mother, the emotionally insecure student, the older youth, the boy who works all night to support himself, the girl waiting to get married and escape family problems, the student from a broken home, the boy or girl who demands attention by disrupting the class, the student with irregular attendance, and the student not accepted by peers.

This broad definition of a disadvantaged student being a person who has not had the opportunity, or has not taken advantage of the opportunity, to develop to his or her potential provided a common base for all of the teachers in the institute. Everyone may be disadvantaged at sometime in some way. The teachers accepted this idea as a way of understanding themselves and their own students. Several teachers expressed the concern that they were "disadvantaged" in trying to teach consumer education.

OBJECTIVES OF THE INSTITUTE

In order to develop their potential to teach consumer education effectively and to meet the individual needs of their students, the teachers accepted the following objectives of the institute:

1. **To identify** consumer education curriculum content relevant to students of all types with an emphasis on meeting the needs of disadvantaged students.
2. **To prepare** consumer education instructional materials with an emphasis on disadvantaged students.
3. **To explore** various types of teaching methods, media, materials, and resources which would motivate and involve students.
4. **To write** behavioral objectives and plan instruction to meet students' needs.
5. **To analyze** the teaching/learning process.
6. **To recognize** the characteristics of disadvantaged students.
7. **To develop and use** various types of individualized instruction.
8. **To discuss** how to organize and use advisory committees when planning programs of instruction which meet students' needs.
9. **To develop and use** a variety of evaluation materials and techniques for both student and self-evaluation.
10. **To relate** self-concept development and value clarification to consumer education and the disadvantaged student.
11. **To apply** up-to-date subject matter content related to housing, nutrition, child development, family life, etc., to consumer education and the disadvantaged student.

Each teacher worked through a learning package on writing behavioral objectives and then wrote her own personal objectives for the institute. Both sets of objectives were used to evaluate the institute and to develop a self-assessment by each teacher.

CONTENT OR WHAT TO TEACH

Determining consumer education content was based on several sources. The consumer education curriculum guide for Ohio (1) lists six consumer education concepts to be included in the curriculum. They are: the economic system; income procurement; consumer behavior determinants; consumer alternatives; roles, rights, and responsibilities; and community resources.

In addition to the consumer concepts, Ohio has identified five key concepts to be integrated into all areas of home economics. They are: human resource management; self-development; consumer economics; life styles, cycles; and interpersonal relationships.

The teachers who attended the institute used the consumer economic concepts and the key concepts to begin to formulate consumer education content. Other sources such as speakers on consumer education, subject matter specialists, reference materials, texts, and curriculum guides added to knowledge about content. As the teachers gained confi-

dence in their knowledge related to consumer education, they started to plan instruction relevant to their own students. Concerns, ideas, and materials were shared. Instructional units, modules, and learning packages were developed. The teachers prepared materials they could use in their own classrooms.

TEACHING/LEARNING STRATEGIES

By the time the teachers started asking how to teach consumer education, they had already been involved in a variety of learning experiences. It was hoped that the teachers would incorporate into their own teaching the learning strategies they had experienced during the institute.

Students can become involved in developing learning strategies and materials. Helping to create the learning environment may stimulate students to learn, not only content, but decision making, interpersonal relationships, management, and self-concept development.

Some of the learning strategies which were considered most valuable by the teachers and which were incorporated into the teachers' consumer education classes this year included value clarification activities, listening activities, and individualized learning packages.

Value Clarification

Value clarification activities can be found in books such as *Values Clarification* by Simon, Howe, and Kirschenbaum (2), in Penney's *Forum* (3), and in Penney's value clarification kit. (4) Value clarification activities can also be developed by the teacher using value continuums, open-end questions, forced choice questions, and case studies. A study of values, attitudes, and beliefs is related to consumer choices and decision making. Why people purchase certain items depends on their values. Student consumer decisions are based on values. Value clarification activities personalize consumer education.

On the first day of the institute each teacher introduced herself and shared with the group three items she had in her purse or

pocket which were important to her. She explained why she valued each item. This value clarification activity helped everyone to get acquainted and to identify common interests. This same technique could be used by teachers to start a consumer unit or on the first day of class. Value clarification activities work equally well with different ages and types of people. Even an adult education class could include these types of activities.

Listening

Listening activities can be found in human relations workbooks and in books on classroom games. Penney's "Are You Listening?" (5) was well received by teachers and students who analyzed their listening habits. Teachers can use this type of activity to help students become aware of the role of both the sender and the receiver in the communication process. Students can analyze why they only hear what they want to hear. This could be related to advertising and getting all the facts before making a consumer decision.

Instructional Packages

The teachers designed learning packages and modules. First, the teachers looked at various examples of learning packages and modules and read resources. Then, the teachers wrote their own instructional units. The teachers identified some differences between modules and learning packages. The module was sometimes written in an impersonal form with an emphasis on the major competency to be developed. Often, the module was an overall instructional plan including a diagram to show visually the relationship between the components such as the objectives and the learning strategies.

The learning package was usually personalized in the "you" form, and assembled in a booklet with clever titles and pictures. Some packages were self-contained with all information included, while other packages identified references and resources for the student. For example, a learning package on advertising might be a part of a buymanship module. Teachers quickly discovered that they could transfer unit and lesson planning know-

References

1. *Consumer Education: Curriculum Guide For Ohio, Grades K-12*. Columbus, Ohio: The Instructional Materials Laboratory, Trade and Industrial Education, Ohio State University, 1970.
2. Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard. *Values Clarification: A Handbook of Strategies for Teachers and Students*. New York: Hart Publishing Co., Inc., 1972.
3. Penney, J. C. Company, Inc. "Value Clarification." *Forum*, Spring/Summer 1972.
4. Penney, J. C. Company, Inc. "An Introduction to Value Clarification." No. 83950, A Teaching Unit. 1972.
5. Penney, J. C. Company, Inc. "Are You Listening?" No. 83830, A Cassette Tape. 1971.

how into modules and learning packages.

METHODS AND MATERIALS

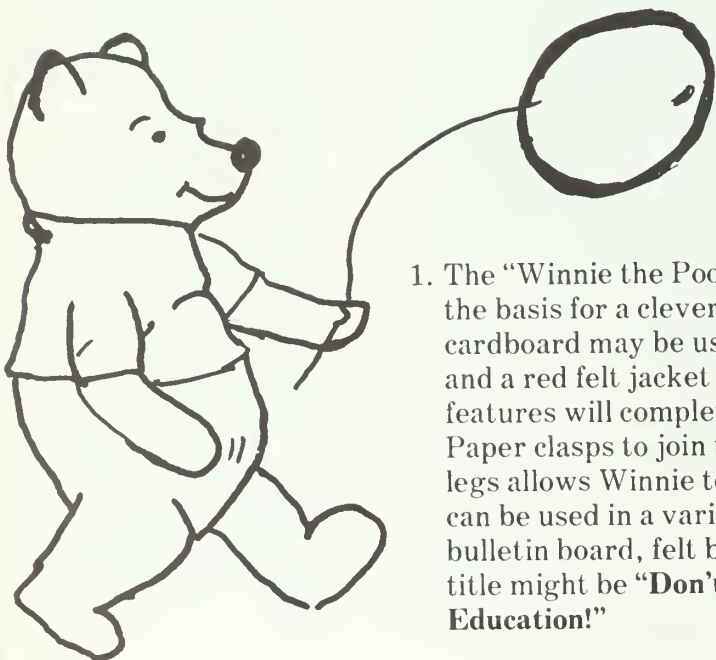
Stimulation methods and materials were shared with the teachers at the institute. Many of the teachers were stimulated to develop similar and original ideas for use in consumer education classes. Students can be involved in the development of stimulation materials and activities which can be used in various instructional ways such as:

- to introduce a unit
- to stimulate discussion
- to get student attention and interest
- to diagnose learning problems
- to evaluate progress
- to summarize a lesson
- to assign study problems
- to motivate students
- to individualize instruction
- to change activities
- to make the topic relevant
- to make learning fun and exciting

Stimulation Ideas

The following list includes some examples of teaching/learning methods and materials the institute teachers found useful when teaching consumer education to disadvantaged students.

1. The "Winnie the Pooh" character can be the basis for a clever display idea. Yellow cardboard may be used to form the body and a red felt jacket and black marking pen features will complete his appearance. Paper clasps to join the head, arms, and legs allows Winnie to move. This figure can be used in a variety of positions on a bulletin board, felt board, or poster. A title might be **"Don't Pooh-pooh Consumer Education!"**

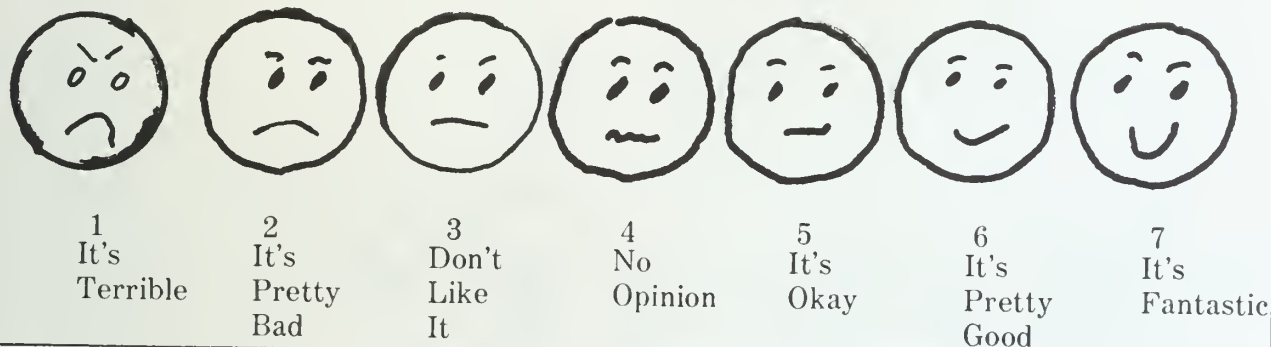


2. Why not challenge your students in consumer education classes to think up a *new* product for the market? They can design an advertisement and plan a campaign to sell the product to other members of the class. This activity will stimulate creativity as well as knowledge about consumer concepts.
3. Students might enjoy the opportunity to make and sell a product in a consumer education unit. The students can plan and evaluate the process they go through as producers and can gain insights about consumer rights and responsibilities as well as about profit and loss.

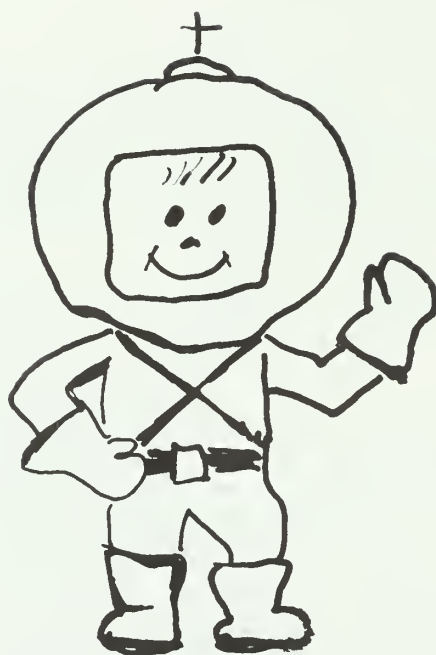


4. To help students analyze what is included in the consumer role, you may want to make a "Consumer Eddie" figure from tax forms, checks, advertisements, and bills.
5. Records or tapes, sensitivity posters, cartoons, "Dear Abby," art objects, case studies, or panel discussions may be used to encourage affective domain (attitudes, beliefs, feelings) expression. The teacher may ask, "how do you feel about —?", or, "how does this make you feel?" Questions can be related to consumer choices or consumer concerns.

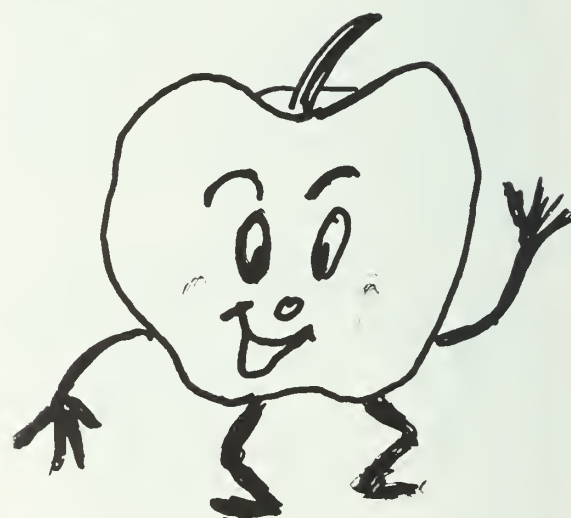
VALUE CONTINUUM



6. You can make a value continuum on oilcloth or plastic by marking the various positions from one extreme to the other on the chart. Then ask your students to respond to controversial issues and questions by placing themselves on the continuum. This helps students to see that there are various positions on an issue and students will learn to identify and clarify their own values relating to certain issues.
7. The teacher may try relating ecology to consumer education by having students identify ecology concerns. Students might actually recycle items and make projects from leftovers. For example, fabric scraps can become dust mitts, patchwork items, bulletin board letters, wall hangings, a textile file, doll clothes, puppets, toys, accessories, "feelies" for texture, tote bags, cushions, gift wrap, placemats, patches and appliques on jeans, bean bags, a hat, holiday decorations, rugs, fabric collages, baby bibs, napkins, fabric flowers, package trim, greeting cards, bookcovers, or a mobile.
8. Multi-sensory experiences can be provided for students for "sensational" learning. Students can *look* at rug samples, *feel* the texture and *smell* the fibers. They can *look* at a lemon, *feel* the skin, *smell* the juice and *taste* the rind. *Listen* to footsteps on different floor coverings, *smell* the finish, *feel* the surface. Identify ingredients by *taste* and *touch* and *smell*. Students may enjoy describing psychological effects of color, sound, touch, and smell of different items in different situations.
9. Newspapers may be used in consumer education classes to analyze advertisements, to compare prices, to hunt a job, to find housing, to plan a food budget, to find consumer cartoons, or to relate national problems to individual concerns.
10. Compiling a list of teaching methods and materials for consumer education takes time, but is an indispensable time-saver in the classroom. The following list may help you to start or add to your own consumer education "idea" file.
 - ___ use "realia"—list real objects you have at home or in the classroom.
 - ___ develop metric system charts.
 - ___ make a flannel board for advertisements.
 - ___ collect cartoons and comic strips.
 - ___ mount pictures related to consumerism.
 - ___ write "what would you do if—?" situations related to consumer education.
 - ___ design a consumer mobile.
 - ___ explore using A-V materials.
 - ___ create an economic flow chart and move the "Economic Man" around the chart.
 - ___ tape record consumer arguments for class discussion.
 - ___ write consumer case studies for students to analyze.
 - ___ hang consumer questions on a tree branch.
 - ___ collect learning games or design your own consumer games.
11. Cardboard cut-out figures with no writing or titles on them can be used for a variety of purposes such as bulletin boards, discussions, exhibits, posters, or to introduce units. Examples of cardboard figures are:



happy and sad faces, cartoon characters, a cute baby, animals, a large clock, vegetables with faces, a space ship, a cave woman, a house, a tree, a bird, a large dollar bill, footprints, a tiger head, a hand, a flower with a face, a bug, a book, or a smiling sun. Some of these figures may have fabrics added to them for texture.



X-RATED RESOURCES

The institute teachers rated the following resources as **eXtra** helpful.

- Cross, Aleene. *Home Economics Evaluation*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

- Dale, Edgar. *Audiovisual Methods in Teaching*. 3rd ed. New York: The Dryden Press. Holt, Rinehart and Winston, Inc., 1969.

- Hatcher, Hazel M. and Holchin, Lilla C. *The Teaching of Home Economics*. 3rd ed. Boston, Mass.: Houghton Mifflin Co., 1973.

- Hough, John B. and Duncan, James K. *Teaching: Description and Analysis*. Reading, Mass.: Addison Wesley Publishing Co., 1970.

- Kirschenbaum, Howard; Simon, Sidney B.; and Napier, Rodney W. *Wad-ja-get? The Grading Game in American Education*. New York: Hart Publishing Company, Inc., 1971.

- Mager, Robert F. *Goal Analysis*. California: Fearon Publishers, 1972.

- Penney, J. C. Company, Inc. *Forum*. Educational Relations; J. C. Penney Company, Inc.; 1301 Avenue of the Americas; New York, N.Y. 10019.

- Pfeiffer, J. William and Jones, John E. *Structured Experiences for Human Relations Training*. Iowa City, Iowa: University Associates Press, 1972.

- Schrank, Jeffrey. *Teaching Human Beings, 101 Subversive Activities for the Classroom*. Boston: Beacon Press, 1972.

- Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. *Value Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart Publishing Co., Inc., 1972.

WHAT DO YOU BELIEVE?

— *Value Clarification Techniques*

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EVERY PERCEPTIVE TEACHER at one time or another wonders if she really knows how her students feel. And every student has probably floundered with questions like: "Who am I?", "What do I believe?" These questions, very basic to successful teaching and student growth, can be meaningfully explored by means of the following value clarification techniques. Some of the techniques are most successfully used for an entire class period; others provide a meaningful way to use those last five minutes after the students have completed the scheduled work. Most can be used with large or small groups or individuals; but regardless of the situation, the success of the process can be improved if we remember that:

1. we are attempting to help students clarify their **OWN** values, not attempting to impose our own or those of society.
2. an attitude of unqualified acceptance encourages class members to feel they can explore new ideas and express honest feelings.
3. close observation of classroom climate makes it possible to determine whether the questions being posed are too threatening or too difficult for our students.
4. willingness to withhold our personal feelings until they are sought by our students, then honestly expressing them in a non-imposing manner will encourage openness on the part of our students.

OBJECTIVES

To help students:

1. **to identify** and clarify the values which they hold.
2. **to determine** sources of their basic values.
3. **to understand** the role of values in directing their lives.
4. **to forecast** possible consequences of acting upon their values.
5. **to develop** an ability and desire to appraise their values.
6. **to examine critically** their method of acquiring and changing values.
7. **to become aware** of the impact of the conflicting values in American culture on their lives.

8. **to develop** an open-minded attitude toward those who hold different values and modes of behavior.
9. **to develop** a workable and organized set of values that do not conflict with each other.

CONTENT [PRINCIPLES]

Value clarification allows students the opportunity to identify what their feelings and actions would be in a non-emotionally-involved situation.

TEACHING TECHNIQUES

Some techniques will be presented very briefly; others in detail. All can be easily adapted to various students' particular needs, and the use of these methods can be a challenging and truly satisfying experience for the teacher. Other techniques can be created by imaginative teachers.

Needs in Conflict

Basic psychological needs:(1)

- Security—emotional and physical
- Sense of worth
- Mutually agreeable interactions with others
- Variety and new experiences
- Freedom and independence
- Religion and a philosophy of life
- A measure of conformity
- Need to care for others

These needs can be examined in many ways:

1. Ask the students to identify those needs they feel would be strongest in a person who selects different careers such as a teacher, the President, a physician, a "professional" criminal. This can be expanded to include those who choose alternate ways of life, such as the unmarried couple living together, the hippie, etc.
2. Pose situations which would put two of the basic needs in direct conflict:
 - a. If a stranger was being beaten up within your sight, would you go to his aid? What if it were a friend? Which need does this indicate is strongest in you?
 - b. You could receive a promotion rather

References

1. Westlake, Helen G. *Relationships: A Study In Human Behavior*. Lexington, Mass.: Ginn & Co., 1972.
2. Augenstein. Dr. Leroy. *Come, Let Us Play God*. New York: Harper & Row, 1969.
3. Penney, J. C. Company, Inc. "Value Clarification." *Forum*, Spring/Summer 1972.
4. Rund, Josephine Bartow. *Teaching for Changed Attitudes and Values*. Home Economics Education Association of the National Education Association, 1973.
5. Rath, Louis E.; Hamlin, Merrill; and Simon, Sidney B. *Values and Teaching*. Columbus, Ohio: Merrill Publishing Co., 1966.

Other Suggested References

6. Lockwood, Alan. *Moral Reasoning, The Value of Life*. American Education Publications, Education Center, Columbus, Ohio, 1972.
7. Penney, J. C. Company, Inc. "Attitudes, Behavior and Human Potential." *Forum*, Spring/Summer 1973.
8. Spitze, Hazel Taylor. "Students' Values—The Teacher's Responsibility." *Domestic Science* (British). Vol. 1, No. 1, May, 1964, p. 7, 27.

than a fellow employee if you only made your employer aware of some of the other employee's actions. Would you tell him? Which need does this indicate?

- c. Your friends are going to a pot party. You believe this is wrong. Would you go along if asked? Would you try to convince them not to go? Which need does this satisfy in you?
3. Examine popular advertising slogans to determine which of the needs the company is appealing to. Different class members often see different motivations for the same ad.

Come, Let Us Play God (2)

Augenstein immediately impresses you with the weighty decisions which this generation will be forced to make, which science had not previously made possible. He accents this with discussion questions such as the following:

1. When we develop the capability of gene manipulation, would you want to specify everything about the genetic makeup of your child prior to conception? What would you omit? What characteristics would you choose differing from your own?
2. If you knew your chances of having a seriously defective child were one in four, would you choose to have a child?
3. Should a decision as to whether to have or not to have a defective child be left strictly up to the parents?
4. Would your answer to number three be the same if the parents' IQ's were only 50?
5. If the victim of an accident has a heart and lungs which can be kept operating by an appropriate machine, but a brain which will never again function properly, and a patient in the hospital desperately needs a heart transplant, would you vote to turn off the machine and let the heart and lung stop operating "naturally"?
6. Should the immediate family be the ones to decide whether a person in a terminal illness should or should not be treated even if there is a fairly large inheritance involved?
7. Should we use mind manipulation tech-

niques to change the basic values of criminals?

Things I Love To Do (3)

List 20 things which you really enjoy doing. Examine the list for the following:

1. Which cost more than \$5 each time you do them?
2. Which can be done alone? Which are done with other people?
3. Which would not have been on your list five years ago, or will not be five years from now?
4. Which would not have been on your mother's list when she was your age?
5. Which have you not done in the last week? Last month? Last year?

What's In Your Wallet? (3)

Have everyone take three things from his/her wallet or purse, or examine their checkbooks. Determine what this says about them and their values by discussion and comparison.

Chairs (3)

This is a means of seeing both sides of a question when a conflict arises. Place two chairs in front of the room and have one person state a possible action or value while seated in one chair. Then have him/her physically move to the other chair and voice the opposition to the statement, moving back and forth until most of the opposing feelings have been expressed.

Attitude Surveys (4)

Make up statements concerning the topic currently under discussion and ask students to indicate: agree strongly, agree moderately, neutral, disagree moderately, disagree strongly. Possible topics: working mother, job responsibilities, male and female roles, etc.

Devil's Advocate (4)

Compose or have a student compose a statement exactly opposite an opinion generally held by the class, and read it in its entirety before any comments can be made by the class. This technique can also be used to

add life to a discussion, by privately asking one or two students to express the opposition during the course of the class discussion.

Mass Media (4)

Characters or plots from popular movies, novels or TV programs present an excellent common ground for teachers and students to examine what makes us like a particular character or dislike another, goals, etc.

Proud Whip (4)

Have each class member stand and tell something he has done that day that he is proud of. Often people don't even stop to realize that they have done things of which they should be proud until this situation arises.

Auction

Auction off material possessions and psychological and social values. This could be expanded to include issuing play money, evaluation of what you end up *without*, how values placed on different things vary with the individual.

Open-ended Questions

This method can be ridiculous or very thought-provoking, depending on the atmosphere created and the questions selected. Some suggestions:

1. When I walk into a room full of people, I feel _____
2. I prefer that the leader of a group be _____
3. When I am rejected, I _____
4. I feel best when people _____
5. My children won't have to _____
6. I like people who _____
7. The hardest thing for me to do is _____
8. The thing I would most like to own is _____
9. The thing I would most like to change about myself is _____
10. I would like to be like _____, because _____
11. Three things I absolutely could not do are _____
12. When I fail, I _____

Why That?

Display pictures of different cars (or activities, clothes, work, or social situations) and ask which they would choose and why.

Discussion Questions

These are sometimes the **worst** way for an individual to discover his own values, for he may be too easily influenced by the group or its leader. To avoid this somewhat, we can use the questions for a written "opinion sheet" first, then from these we can lead nearly every student, even the shy ones, into the discussion.

1. If you could have any three wishes come true, what would they be?
2. If you could be born again, would you prefer being a boy or a girl? Why?
3. How would you like to have your epitaph read? Is your life working toward this?
4. If you were told you could do only one more thing before dying, what would you choose? (Disregard cost, etc.)
5. Is the child responsible to the parent or the parent responsible to the child?
6. Who needs whom most? Does a man need a woman more than a woman needs a man? Or vice versa?
7. List characteristics of yourself (approximately 20), which you feel give an accurate description of you. Include physical, psychological, and social factors.



VALUE SHEET (5)

A provocative statement followed by questions which promote individual evaluation by the student can promote value clarification. This is best used by having students write comments in private, before open class discussion to avoid group influence upon the individual. This technique is valuable and adaptable to so many different subject matters. The following is an example:

Minding Your Own Business Versus Helping Those In Need

Some persons say that people are basically selfish, that one must watch out for himself, that it's best to serve your own purposes, avoid hurting others, and mind your own business.

Other persons say that men must stick together and help one another or they will fall separately, that no man is an island, that each man's fate is intertwined with other men's fates, and one should help those in need.

Questions for thought:

1. What label might be appropriate for each of these positions?
2. Is this a case of "either-or"? Either you support one position or the other, or are there other positions that one could take

concerning this issue? If possible, identify some other positions.

3. Professor Laurence Hopp of Rutgers University suggests that persons who have experienced social injustice, who have experienced feelings of being unfairly treated, are likely to take the second position. Would you agree? Have you any evidence for your ideas about this?
4. It has also been suggested that those who have experienced success, who have power and privilege, would likely take the first position, regardless of whether or not they have earlier experienced social injustice. Would you agree? Have you any evidence for your ideas about this?
5. What other explanations might account for persons preferring one position over the other? List them and discuss each briefly.
6. Read each of the following eight situations and try to identify what you would do in each case. Although not all the information is provided for any of the situations, make the best estimate you can of what you would do if you were faced with such a situation in the future. Try to be as realistic as possible in your choice of actions. When you are finished, try to summarize your position regarding the issues.

WHO SHALL LIVE?

The following people are the only persons alive after an atomic war. The 15 of them are in a bomb shelter which has only enough supplies for seven people to survive the two weeks necessary to allow the radiation to drop enough to live on the outside. If it was your decision as to who should live and who should die, who would you select?

Have each of the individuals make their own decision; then place them in groups of five to seven and ask them to reach a group decision. The decision must be unanimous; a majority rule cannot be used. The members must express their reasons in such a way as to get all members of their group to agree.

1. Jean Garcia—33, Spanish-American, Catholic. Cocktail waitress. Three months old when mother died; four years old when abandoned by her father; spent three years in a children's home. Ran away from foster home after sexual attack by foster father. Completed ninth grade. On probation for prostitution. Nursing her two-week-old daughter.
2. Lisa Garcia—two weeks old, Spanish-American, nursing for food.
3. Mrs. Evans—32, Black, Catholic. Healthy; special interest in participation sports. M.S. in education. Teacher in elementary school. Loves children. One daughter, Mary.
4. Mary Evans—8, Black, Catholic. Healthy; intelligent.

Situation A

You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors.

Situation B

You are in a group of persons with whom you would like to be friends. Two members of the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few remain silent.

Situation C

The young married couple that lives next to you have a little boy, three years old. During a friendly visit with them, you observe they are actively teaching the boy to be prejudiced against a minority group.

Situation D

Someone asks your opinion on a tax law that must be voted on in the forthcoming election. The proposed law would not change the total amount of money collected, but it would increase taxes for the middle and upper income brackets and decrease taxes for those in the lower income bracket.

Situation E

An unpleasant-looking man approaches you on a corner and asks you for a dime for a cup of coffee.

Situation F

You hear that the Indians on the reservation in the next state are suffering from severe poverty and nobody is doing anything about it.

Situation G

You read that Blacks in some areas of the country continue to suffer discrimination and are sometimes beaten or even murdered and that some white persons in those areas are angry with those trying to interfere with the way things are.

Situation H

You are asked to make a judgment about U.S. foreign policy. The leaders of a certain country are about to be thrown out by the citizens there because they are not doing the things the majority of the citizens desire. The leaders appeal to the U.S. for armed support to keep the citizens from removing them. The U.S. government is concerned because the current leaders vigorously support the U.S. in international disputes, while the new leaders that would probably emerge in the country are not expected to support the U.S.

- | | |
|--|---|
| <p>5. Mr. Thompson—48, White, Mormon. Mr. Fix-it, an all-around handyman. Four children, whom he abandoned two years ago. Eighth grade education.</p> <p>6. Louis Jones—26, Black, Protestant. Very capable in electronics. High school graduate. Bitter about his childhood in the ghetto. Single.</p> <p>7. Mrs. Francis—29, White, Atheist. Married three years, no children. A nurse.</p> <p>8. Father Franz—58, White, Catholic priest. Under indictment for actions in civil right's activities.</p> <p>9. John Harmon—12, White, Jew. Class leader, athlete, good student, loves outside.</p> <p>10. Dr. Bennett—66, Black, Baptist. Medical doctor. Has had two heart attacks.</p> | <p>11. Dr. Dane—42, White, Methodist. College history professor. Very active in the community. One son, Bobby.</p> <p>12. Mrs. Dane—39, White, Methodist. M.S. in social work. Does volunteer work in mental health clinic. One son, Bobby.</p> <p>13. Bobby Dane—5. Enjoys outdoor sports, strong, loves pets. Cause of his mental retardation is unknown.</p> <p>14. Mr. Michaels—29, Black, Catholic. Suspended from medical school during his senior year. Admittedly homosexual. Working as a medical assistant.</p> <p>15. Sister Mary—27, White, Catholic. Runs the church day-care center. B.S. in child development.</p> |
|--|---|

DYADIC INTERVIEW

READ SILENTLY. DON'T TURN THE PAGE UNTIL YOU HAVE BEEN TOLD TO DO SO.

A theme that is frequently voiced when persons are brought together for the first time is, "I'd like to get to know you, but I don't know how." This sentiment often is expressed in encounter groups and emerges in marriage and other dyadic relationships. Getting to know another person involves a learnable set of skills and attitudes. The basic dimensions of encountering another person are self-disclosure, self-awareness, non-possessive caring, risk-taking, trust, acceptance, and feedback.

In an understanding, nonevaluative atmosphere, one confides significant data about himself to another, who reciprocates by disclosing himself. This "stretching" results in a greater feeling of trust, understanding, and acceptance, and the relationship becomes closer, allowing more significant self-disclosure and greater risk-taking. As the two continue to share their experience they come to know and trust each other in ways that may enable them to be highly resourceful to each other.

This DYADIC ENCOUNTER EXPERIENCE is designed to facilitate getting to know another person on a fairly intimate level. The discussion items are open-ended statements and can be completed at whatever level of self-disclosure one wishes.

THE FOLLOWING GROUND RULES SHOULD GOVERN THIS EXPERIENCE:

- All of the data discussed should be kept strictly confidential.
- Don't look ahead in the booklet.
- Each partner responds to each statement before continuing. The statements are to be completed in the order in which they appear. DON'T SKIP ITEMS.
- You may decline to answer any question asked by your partner.
- STOP the exercise when either partner is becoming obviously uncomfortable or anxious. Either partner can stop the exchange.

LOOK UP. IF YOUR PARTNER HAS FINISHED READING, OPEN YOUR BOOKLET AND BEGIN.

1. My name is . . .
 2. My home town is . . .
 3. The reason I'm here at Illinois is . . .
 4. Right now I'm feeling . . .
-

DIRECTIONS: One of the most important skills in getting to know another person is listening. In order to check your ability to understand what your partner is communicating, the two of you should go through the following steps ONE AT A TIME.

- Decide which one of you is to speak first in this unit.
 - The first speaker is to complete the following item in two or three sentences:
5. When I think about the future, I see myself . . .
- The second speaker repeats in his own words what the first speaker has just said. The first speaker must be satisfied that he has been heard accurately.
 - The second speaker now responds to the item himself in two or three sentences.
 - The first speaker paraphrases what the second speaker just said, to the satisfaction of the second speaker.

Share what you may have learned about yourself as a listener with your partner. The two of you may find yourselves later on saying to each other, "What I hear you saying is . . ." to keep a check on the accuracy of your listening and understanding.

6. When I enter a room full of people, I usually feel . . .
7. I feel most comfortable when the leader in a group . . .
8. I am happiest when . . .
9. Right now I'm feeling . . .
(DIRECTIONS: look your partner in the eyes while you respond to this item.)
10. When I am rejected I usually . . .
11. A forceful leader makes me feel . . .
12. I like to be just a follower when . . .
13. I feel most affectionate when . . .

CHECKUP: Have a two or three minute discussion about this experience so far. Keep eye contact as much as you can, and try to cover the following points:

- How well are you listening?
- How open and honest have you been?
- How eager are you to continue this interchange?
- Do you feel that you are getting to know each other?

14. In crowds I . . .
 15. To me, taking orders from another person . . .
 16. In a working meeting, having an agenda . . .
 17. My most frequent daydreams are about . . .
 18. I love . . .
 19. Toward you right now, I feel . . .
 20. I believe in . . .
 21. Right now I am most reluctant to discuss . . .
 22. Right now this experience is making me feel . . .
 23. The thing I like best about you is . . .
 24. You are . . .
 25. What I think you need to know is . . .
 26. Right now I am responding to . . .
-

Time permitting, you might wish to continue this encounter through topics of your own choosing. Suggested possibilities are: money, religion, politics, race, marriage, the future, and the two of you.

THE BEGINNING
(of deeper feeling)

MARY SHOPS FOR A USED CAR

—A PLAY

CAST OF CHARACTERS

Mary—High school senior girl, buying her first car

Judy—Mary's friend

Ron—Mary's boy friend

Mrs. Smith—Mary's mother, a widow

Salesperson

Narrator

Running Time: 15-20 Minutes

SCENE I—*Living room of Mrs. Smith, a widow, and her daughter, Mary. No props are necessary, but a few pieces of furniture and a telephone would be appropriate.*

Narrator:

As we look into the home of Mary Smith, a high school senior, we find her and her mother in an important conversation.

Mother:

Mary, I have been giving a lot of thought to the matter you brought up yesterday . . . and the day before . . . **AND** the day before that. Since you are going to be commuting to college in the fall, I suppose you **will** have to have your own car.

Mary:

(*Stretching her arms heavenward*) The Saints be praised! I have a feeling the generation gap is closing fast! Can I buy a '74 model?

Mother:

No, it's out of the question.

Mary:

Mother, I feel the generation gap widening again.

Mother:

Be reasonable, dear. We just can't afford to buy you a **new** car. But if you shop around I feel sure you can find a very nice used car that will meet your needs.

Mary:

Well, how much bread are you willing to spread around?

Mother:

(*Exasperated*) Mary, will you forget about food for a few minutes? I'm trying to carry on a conversation with you.

Mary:

(*Interpreting*) How much can I spend on a car?

Mother:

I have figured and refigured—checked and rechecked—and decided that \$900 is about right.

Mary:

What would you say to \$1500?

Mother:

Well, maybe \$1200 at the most.

Mary:

(*Excited*) **SOLD!** I can't wait to drive up in front of the house in my very own new used convertible.

Mother:

Now you realize that this car has to last you for the next four years, and we **must** keep the repair bills down. You don't want anything that will break down all the time.

Mary:

Well, when can we go look at cars?
(*Ungraciously*) I suppose you **do** plan to go with me.

Mother:

I know a little about cars, but you need a man to go with you. Why don't you ask your grandfather?

Mary:

Oh, Mother! He'd probably want me to buy an Edsel! Is it all right with you if Ron goes instead? He's worked in a garage and knows **everything** about motors and things like that.

Prepared by Consumer Education Students at Western Illinois University: **Bridget Castle, Laurie Francis, Wilma Hewitt, Laurie Jagers, Ron Schmitt.** Consultant: **Roy Howard,** Macomb High School. Edited by **Professor Ross E. Lowe,** College of Business, Western Illinois University, Macomb, Illinois.

Mother:

Yes, I guess boys that age do know quite a bit about cars. Let me talk to him first, though.

Mary:

Oh, boy! I can't wait to tell him about it.

Narrator:

Mary rushes to the telephone with visions of shapes, sizes, and colors of cars in her head.

Ron:

(Answering) Hello. Ron speaking.

Mary:

Ron, you'll never believe it! Mother is going to let me buy wheels!

Ron:

(Unbelieving) She's come unglued!

Mary:

No, honestly.

Ron:

This is going to take some getting used to. But it sounds great, anyway. What kind of car are you going to get?

Mary:

A **RED** one. And I'm going to pick it out right now.

Ron:

Knowing you, I think you may need some help. Let me go with you.

Mary:

Right on! I think I'll bring Judy with us.

Ron:

Great. I'll pick you up in five minutes.

Mary:

Hold it. Mother wants to talk to you.

Mother:

(Taking telephone) Ron, Mary is a little

excited about this. Be sure she uses some common sense in picking out a car. Just look around today, and remember that I will have to make the final decision. Do you know any reliable dealers?

Ron:

Yes, I know of a few good places—and a few places to steer clear of, too.

Mother:

That's fine. I appreciate your help, and good luck.

SCENE II—*A used car lot. (The school parking lot may be used, and a few sales banners may be in evidence. A red car should be parked on the lot, with enough space nearby for the audience and players.)*

Narrator:

As the trio start their car-hunting expedition, we find Mary and Judy at the used car lot in avid conversation.

Judy:

That Ron can be unreasonable at times! He wouldn't even let us **look** at that sporty red convertible.

Mary:

He said it had over 98,000 miles on it, but he should have let us give it the once-over. But isn't this whole business **unreal**? Imagine my having \$1200 to spend for any car I want!

(Ron approaches)

Judy:

Just be sure it has bucket seats, stereo player, a rear speaker, and air conditioning.

Mary:

And it has to be a red convertible.

Ron:

Those luxuries are nice to have, but you

ought to worry about basics first. You have to make sure the car is going to hold together before you get uptight about conveniences.

Narrator:

The salesperson arrives, greeting the trio in a flamboyant manner.

Salesperson:

Hi! Bargain Billy here! What can I show you today?

Mary:

I'm looking for a good second-hand car because I plan to be driving to college this fall.

Judy:

Yeah, she wants a sporty red one.

Salesperson:

Well, how much would you like to spend?

Mary:

Twel . . .

Ron:

(Interrupting)

One thousand clams.

Judy:

Yeah, and not one shekel more.

Salesperson:

This is your **LUCKY** day. I have the perfect car for you, though it is priced at \$1200. It's a good little machine and won't stay on the lot very long at that price. *(Walks over to the car)* Now this 1967 Chevy Impala, if my memory serves me right, has been branded as a very good year by *Popular Mechanics*, *Consumer Research*, and others; so we are starting with a well designed car at least.

(Mary and Judy excitedly point out to each other the rear speaker, clock, etc.)

Mary:

I'll take it!

Ron:

Now wait a minute. There are a lot of things you should look at first.

Salesperson:

Excuse me, please. The office just signaled that I have a phone call. Take your time and look around. But this little car won't be on the lot long, believe me. *(Exits)*

(Mary, Ron, and Judy proceed to the front end of the car. Ron sights from a five degree angle and looks down the side of the car.)

Ron:

Come here and look. *(Mary and Judy view the body of the car from an angle.)* Do you see those few ripples near this end of the back fender?

Girls:

(In concert) Yes.

Ron:

That means the fender has been damaged and repaired. The paint matches pretty closely so any difference isn't too noticeable. The paint job seems firm, too. *(Girls scratch paint)* Let's look at the chrome along the sides. See how even it is until it reaches the front fender? Here it doesn't line up with the rest of the chrome—and it bulges out. So, this part of the car was probably hit, too, but wasn't repaired as expertly as the rest.

Mary:

Does this mean the car will fall apart soon?

Ron:

Not necessarily, as it appears to be in good shape. But we'll have to listen for squeaks and rattles when we drive it. Also, the impact of the collision may have thrown off the car's equilibrium and make it ride rougher. I will check the car's welding underneath if we decide to look it over some more, but right now I want to see about the rocker panel.

Judy:

What's a rocking panel?

Ron:

That's **rocker** panel. It is the part of the body that catches the wear and tear of the road—such as stones, loose pieces of cement, and other hazards. This will be the first part of the car to rust and chip. (*He runs his hands along the rocker panel.*) Seems OK—not pitted or rusted.

Mary:

You mean you think the car would be a good buy?

Ron:

I'm not ready to decide that yet. Let's check all the doors; see that they open, close, and lock properly. (*Girls open, close, lock, and unlock doors.*)

Mary:

This side is fine.

Judy:

And this one too.

Ron:

Next, roll the windows up and down. Do they work all right? And see about the glass, too. Is it cracked or broken? (*Girls check these points carefully.*)

Mary:

Windows are **A-OK**.

Ron:

Now, Mary, open this door and start feeling the carpeting on this side; Judy, you do the same on the other side. (*Girls comply.*)

Judy:

What are we doing, looking for money?

Ron:

No, we're checking for evidence of softness. A soft spot means a rusted spot that would let in air and dust. Rusting out probably means the car hasn't been taken care of,

and it could hurt the resale value, too. We'll check this same point in the trunk later.

Mary:

(*Finishing inspection*) No problem here either. I'd say this car has been well taken care of.

Ron:

(*To Mary*) Get into the driver's seat now and push down fairly hard on the brake. Leave your foot on the brake until I say when. (*Mary follows instructions here, and throughout the sequence.*) While we are waiting, turn the ignition key on. (*He looks at the panel as she does so.*) All the idiot lights and gauges work. If they didn't, it could mean a burned-out bulb; or it could mean that a wire had been cut so we wouldn't see a light warning us of possible trouble with the oil pressure or cooling system. Is the brake pedal still tight?

Mary:

Yes.

Ron:

Good. Now release the brake. We can assume the brake shoes and drums are in good working order and will probably require no repair. Start the car up now. (*He opens the hood and listens to the engine.*) Turn the wheels. (*He continues to inspect the engine compartment.*) Now straighten the wheels.

Mary:

(*Shouting over noise of the motor*) Is the engine all right?

Ron:

(*Too busy to reply*)
Gun the motor three or four times. (*He walks to the rear of the car, near the exhaust.*)
(*Shouting*)
All right, turn off the motor.

Mary:

Is it OK to get out of the car now?

Ron:
Yes, and come back here so we can check the exhaust. (*Judy and Mary join Ron.*) Look here. See the gunk that came out of the exhaust pipe and collected on the ground? That shows us that the engine is carboned up and using oil. So a valve job or new piston rings may be needed.

Judy:
You mean Mary can't buy this car?

Ron:
I mean we should let our friendly mechanic put the engine on the scope and see how bad it is. I didn't hear any rumbling noises in the engine, and the idle sounded steady and smooth; so by ear it sounds all right.

Judy:
The tires look nice and round.

Mary:
They must use Joy on the hubcaps. I can see myself! But **THIS** is the way to check a tire. (*Kicks one tire tentatively*)

Ron:
Well, it's not the **BEST** way. You have to check for more important things. (*He grasps tires at the top, one by one, and shakes them back and forth vigorously.*) The wheels don't shake much, so that means the bearings are still good. If they were bad, you could be driving down the road someday and have a wheel fall off.

Judy:
Gee, that would be embarrassing.

Ron:
Time to check the toe-in and alignment. (*Standing back and looking at tires.*) Notice how the tires sit up and down in a straight line? If the tops weren't straight up and down, this could mean possible trouble with the steering gear and thus steering problems and uneven wearing of tires. As it is, the tires are wearing evenly; so alignment and tire balance seem good. The tread isn't

bad either. (*He grasps a fender, lifts up and down quickly, then releases.*)

Mary:
What are you trying to do? Impress me with your strength?

Ron:
I'm just checking the shocks to see if they are still firm. If the car stops rocking right away, as this one did, then the shocks are in fairly good shape.

Salesperson:
(*Entering*) Well, what do you think so far?

Girls glance inquiringly at Ron.

Ron:
Could we come back tomorrow and take it for a drive?

Salesperson:
Good enough. But this baby won't be on the lot long. It's a real buy! Several other customers are interested in it.

Ron:
(*To his companions, as he, Mary, and Judy exit*) Tomorrow we'll test it for handling, comfort, noise, and engine performance—as well as braking and transmission. And a few other things, too. You ought to look at a car three times, Mary, before you buy. The first time, you are in love with it. The second time it will become more realistic to you. And the third time you can start dealing—if you still want the car.

SCENE III—*Living room of the Smith home.*

Narrator:
On the way home, Ron told the girls what else must be looked at before buying the car. Ron, Mary, and Judy enter the house and are met by Mrs. Smith who is eager to hear what happened at the used car lot.

Mary:

Mother, I guess it will be eons before I get to buy a car. Ron wants to check every little thing.

Mother:

Good for him!

Judy:

But, Mrs. Smith, we had to work so hard! He had us cleaning the carpeting and opening and closing doors, locking doors, running windows up and down, and . . .

Mary:

(Interrupting) And I had dreamed of driving home **TODAY** in a shiny red convertible. Little did I know! Buying a car is hard work!

Mother:

But did you find a car you liked?

Mary:

(Brightening) Yes, and it's a red one!

Judy:

Believe me, we went over it with a fine-toothed comb and it's in perfectly good shape. We **think**.

Mother:

Did you take it for a drive?

Mary:

No, but we're going back tomorrow for that.

Ron:

Tomorrow we're going to look at . . .

Judy: *(Interrupting)* We have to check the way it handles—see whether it steers hard, holds the road well, and whether Mary feels in control of it.

Mary:

We've got to check the noise, rattles, squeaks, vibrations, and jet stream. I want to make sure it rides smooth.

Judy:

And we want to see if the engine makes excess noise. If it does, it may need new plugs and points or a tune-up. And we want to see how it shifts.

Mary:

If it shifts sluggishly, it means the transmission is bad.

Judy:

We have to check the brakes, too . . . whether it pulls to the right, and especially to the left . . . if the brakes are touchy . . . if they go down too far . . . and if they make a lot of noise.

Mary:

We sure learned a lot about buying a car. Ron, were you trying to say something?

Ron:

I was going to, but you seem to know all about cars. You don't need me anymore.
(Starts to walk away)

Mary:

(Grasping his arm) Come back here!
(Gazing admiringly at Ron) My boy friend! I think I'll keep him!

CURTAIN

"SILENT AUCTION"

—A Simulation To Evaluate Toys And Games

THE TIME: Christmas day, about six a.m. The scene: Three living rooms, each dominated by a Christmas tree sheltering a pyramid of gaily wrapped presents. In each room, a child is eagerly tearing shiny ribbons and brightly figured paper.

Five-year-old Andrew receives the toy he has been begging for. He tries to make it perform the way it did on the television commercials, but his fingers are unable to manipulate the delicate parts. After a few abortive attempts to make it work, he bursts into tears and throws the toy across the room.

Eight-year-old Becky unwraps a long box to find an elegantly gowned antique doll. When she sees its fragile ceramic head, she realizes that this is not a toy to play with, but an addition to the doll collection her parents are building for her. She examines the doll with indifferent interest, then gently lays it back in its box.

Three-year-old David rips the shiny paper from a life-like mechanical dog. He winds the dog up and watches the animal's eyes blink and its tail wag as it makes its jerky way along the floor. David winds up the dog a few more times and then wanders off, looking for something to do.

None of these gifts fulfilled the requirements of a good toy. Yet all these parents had wanted to make their children happy. What had gone wrong? . . .

Toy departments at Christmastime are dazzling and exciting places for child and parent alike. Nestled in the glitter and the tinsel and the bright colors are toys that can help children stretch their minds, develop their muscles, and explore their feelings.

A parent who is sensitive to his child's constantly changing needs can find gifts that can contribute to his psychological well-being—and will also delight him on Christmas morning. (1)

IN AN ATTEMPT TO HELP PARENTS, grandparents, and other relatives and friends improve their selectivity of toys and games at Christmas time (or any time of the year), *Silent Auction* was developed for use at adult Extension meetings. The simulation is also suitable for student groups in or out of the school setting.

Silent Auction also encourages evaluation of toys and games on the basis of construction, safety, appropriateness, and educational value.

PRINCIPLES

A questioning attitude is a prerequisite to careful selection.

Evaluation of the pros and cons of specific toys and games before purchasing can help eliminate later dissatisfaction.

Influences of misleading television advertising (especially at Christmas) upon the desires of children emphasize the need for careful evaluation of toys and games in a neighbor's home or in a store.

EQUIPMENT

- Actual toys and games (or pictures)
- Evaluation cards
- Pencils
- Moveable chairs

Room Set-up

- Have toys grouped by price, age appropriateness, type of play, those advertised on television, etc.
- Place consumer information available in the store, in advertisements, or over TV with the toy or game.
- At beginning of auction, have participants group their chairs in circles to facilitate discussion.

RULES OF THE GAME

"Placing the Bid"—Divide participants into teams of three to five people. Give each team evaluation cards for each toy or game they will evaluate. As a team, have participants evaluate at least two toys in a group. The score on the card becomes their **bid** for the item. Place card under the item being bid upon.

"After the Bidding"—When all are finished have groups return to their circle of chairs. Remove bids from under items. Have group or groups making the highest bid and lowest bid discuss their reasoning with the rest of the groups. Ask participants to summarize the major points they learned in "bidding" on the toys and games.

Beatrice Bagby

Family Life and Child
Development Education
Specialist, Cooperative
Extension Service, University
of Illinois at Urbana

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2. "How To Know An Unsafe Toy When You See One." *Good Housekeeping*, November, 1973, pp. 128-29, 158.

SILENT AUCTION
Toy And Game Evaluation
by Beatrice Bagby

TEAM_____ TOY_____ BID_____

Read each question and rate the toy or game on the scale from 0 to 3.

1. Is it well made of durable material?
2. Is it physically safe to use?
3. Is it good in artistic design and color?
4. Will it appeal to a child?
5. Can he enjoy it right now?
6. Will it meet his needs and interests?
7. Does it lend itself to different kinds of play?
8. Does it encourage use of imagination?
9. Does it offer a problem solving situation?
10. Does it give opportunity for social interaction?
11. Will it teach new skills?
12. Will it be useful over several years?
13. Can it be stored easily?
14. Are replacement parts or repair services available?

[illegible]

Identify the following:

Suitable Age Range _____

Types of Play: Creative and Manipulative _____
Active Physical _____ Dramatic _____ Social _____

CONSUMER'S BILL OF RIGHTS

—Four Skits

THERE ARE BASICALLY FOUR RIGHTS in President John F. Kennedy's "Consumer's Bill of Rights":

1. The right to safety
2. The right to be informed
3. The right to choose
4. The right to be heard

Each one of the above consumer's rights could be acted out in a skit form using students as the actors. They may make up their own skits to illustrate the right specifically.

SCENE ONE

Illustrating the Right to Safety

In class this consisted of two children playing with medicines and household cleaning agents. The mother, who answered the phone, came back to find what her children had been able to get open and use. There were several which could not be opened due to the safety cap on them. After the skit, ask the class what conclusions they can draw. **Example:** As consumers, we have the right to execute action to see that more of these items which are dangerous to children as well as adults be either made child-proof or banned from the market—as applicable.



SCENE TWO

Illustrating the Right to be Informed

A husband and wife are talking over the supper table about their day. Several incidents are mentioned such as unsolicited credit cards, recalled tuna fish, etc. There are many items that could be used; leave it up to

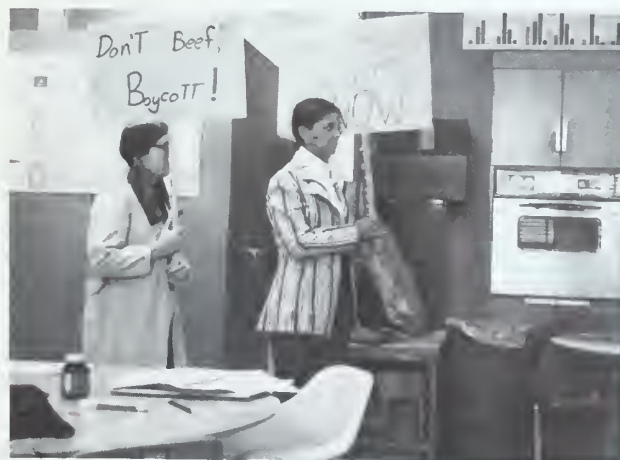
the students' imagination. Recent newspaper articles could be used as one of the basis. This scene is called "A Day in the Life of a Consumer."

SCENE THREE

Illustrating the Right to Choose

This skit opened with a lady looking into a car dealer's showroom window. She walked inside to take a closer look and was confronted by an eager salesman. Sales devices such as the red, black, or blue book, financing through the dealership, and bait-and-switch tactics were used to "draw her in." After the skit, ask the class what gives her the right to choose.

Example: As consumers, we should compare prices of several dealers before making a final decision.



SCENE FOUR

Illustrating the Right to be Heard

This skit took place in a supermarket with a dissatisfied customer returning spoiled meat. She was complaining to the store manager and not getting very far. Boycotters were picketing in front of the supermarket while the argument between the customer and manager was going on. Issues of the argument were deceptive pricing and poor food quality due to lack of rapid turnover. The argument was resolved in favor of the dissatisfied consumer. Ask the class what are the first things that you do to get satisfaction for your consumer dollar when items do not measure up to what they should be.

*Cynthia Jameson, Mesel
Lena McLaurin, Beverly
Morgan, and Gail Thurmon;*
Teachers in Consumer Education
Workshop, Summer 1973,
University of Illinois at
Urbana-Champaign

TEACHING

CONSUMER EDUCATION

VIA MAIL

Pennie Gebhart
State Extension Specialist
for 4-H, Cooperative Extension
Service, University of Kentucky,
Lexington, Kentucky

SINCE DEMANDS ON TIME often prevent adults from attending meetings, a direct mail piece can often be an effective technique for teaching. The following series of consumer newsletters were developed for use with adults in Cooperative Extension programs. Objectives included helping adults to:

1. Effectively make dissatisfactions, needs, and wants known to retailers and manufacturers.
2. Recognize and utilize consumer protection and information agencies' services.

An introductory letter along with consumer's letter #1 made up the first mailing. The second and third letters were sent in intervals of one week apart. A deliberate attempt was made to keep the newsletters short and interesting. The quiz, puzzle, and matching techniques require active learner involvement and should increase learner motivation and participation. Use of colored paper and illustrations increased attractiveness and readability of the newsletters.

The newsletters emphasize: 1) consumer responsibilities, and 2) state and national agencies, both private and government, who protect the consumers. Content is obviously incomplete. However, in order to keep the newsletters short, it was necessary to include only content relevant to the most frequently expressed consumer questions and problems. Attempts were made to instruct readers where to find additional information. The newsletters were designed as references for future use.

Ms. Gebhart was formerly the Home Economics Assistant Extension Adviser in Vermilion County at Danville, Illinois. The direct mail letters were prepared as a project for the Consumer Education Workshop, summer 1973, at the University of Illinois at Urbana-Champaign.

COVER LETTER

Dear Consumer:

Men, women, and youth are offered a tremendous variety of goods and services. As consumers, they are bewildered by the variety and by advertising. Consumers are seeking knowledge to help them make satisfying decisions with confidence.

This is a first in a series of letters that will help you discover your consumer rights and responsibilities. I hope that you will gain knowledge that you can apply.

Sincerely,

Pennie Gebhart

Assistant Extension Adviser
Home Economics

AM I AT THE MERCY OF BIG BUSINESS?

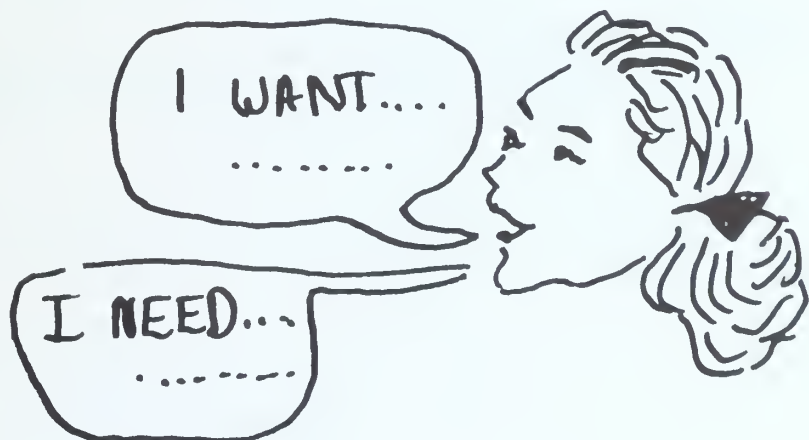
Are you helpless in resisting the pressures of business to get you to buy? Is there anything that you can do to control what is sold and how? Test yourself by deciding whether the following statements are true or false. Answers are on the next page.

- T F 1. It is my duty to gather all of the facts about an item before I buy.
- T F 2. A letter from me to the president of the company will have little influence on a company or store's product or advertising.
- T F 3. There is little that I can do to help my friends and neighbors be better consumers.
- T F 4. I should use goods and services as they were made to be used.
- T F 5. Laws and private and public agencies are helping to protect my rights as a consumer.
- T F 6. A forceful demand is the best way to make complaints about goods or services.
- T F 7. I have a right to take advantage of business, since they take advantage of my weaknesses.
- T F 8. If I buy from a long-time dealer, I will be more likely to buy something that I will be happy with.

HOW TO MAKE YOUR COMPLAINTS, NEEDS, AND WANTS KNOWN

Here's a list of things you can do to make your complaints, needs, and wants known.

1. Stop buying a product or shopping at a store that you are not happy with. Urge your friends to do the same.
2. Make your complaints known to 1) store owners, 2) manufacturers, 3) consumer agencies, 4) TV, radio, and newspapers carrying the product advertising, 5) legislators.
3. Let store owners or manufacturers know what new products or services you would like to have.



1. **TRUE.** Business should give you facts about their goods or services, but it is your job to read or listen to these facts. Product booklets, labels, ads, sales clerks, and friends all provide facts about a product or service. You have a duty to ask for facts. Then you can make the buy that will be best for you.
2. **FALSE.** A company's success depends on your happiness. A company wants to hear your complaints and ideas for new or better products. The president of a company can get action, and he does care. Companies know that your letter may say what is felt by many families who are too lazy to write.
3. **FALSE.** You have a duty to help your friends and neighbors. Together you can get more done. You can share what you learn about goods and services in talking with friends. Letters to TV and radio stations and to newspapers like "Action Column" in the *Danville Commercial News* will help your friends. Letters to companies about needs or complaints may also help your friends. You and your friends can even get together and write letters or refuse to buy products that don't meet your needs.
4. **TRUE.** Some consumers don't use products in the right way and then complain that the product didn't last. They make problems for those who have honest complaints. Don't expect your product to do more than it was made to do. It is your duty to follow use and care instructions.
5. **TRUE.** Government agencies, business groups, and private consumer groups can help you with complaints. They can also help make your needs known. The job of these agencies will be described in the next two **Consumer's Letters**. Laws also protect your rights.
6. **FALSE.** Your new ideas or complaints about a product or service should be made in a clear way. Be polite and you will more likely be helped. Make complaints in this order until you are helped: 1) sales clerk who sold you the item, 2) manager of the business, 3) manufacturer, 4) government agency. (How to write letters will be explained in **Consumer's Letter #3**.)
7. **FALSE.** Damage to store items costs you. In some stores damage by consumers to clothing, foods, and toys costs five to ten cents of every dollar you spend. Litter and items moved out of place increase costs because someone has to be paid to straighten the store. Damage to shopping carts and motel rooms also costs the consumer. Also the consumer should return buys only when he has a good reason.
8. **FALSE.** A dealer who has been in business a long time will usually but not always, give you a good buy. You still need to gather facts by comparing brands and places where you can buy an item. Then decide where to buy.

Sincerely,
Pennie Gebhart
Assistant Extension Adviser
Home Economics, Vermilion County

PUZZLED ABOUT WHO PROTECTS THE CONSUMER IN ILLINOIS?

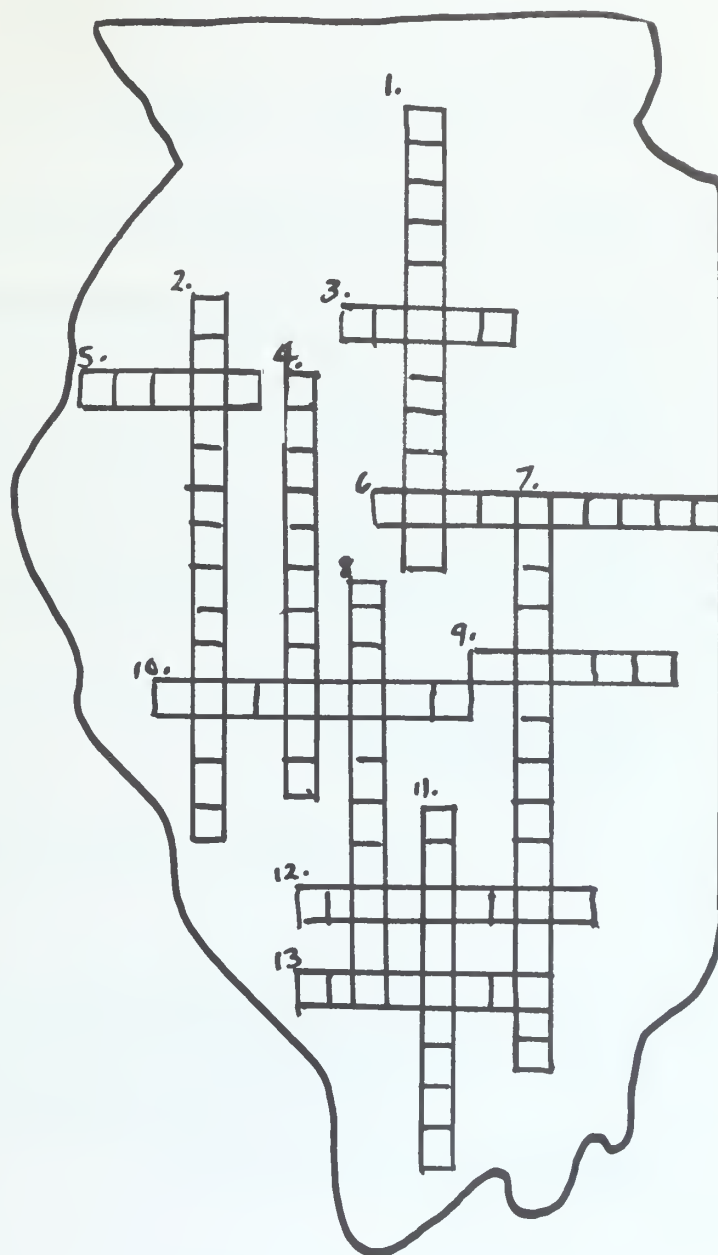
Complete this crossword puzzle and find out.

DOWN

1. What you are called when the Illinois Department of Insurance works on an insurance problem for you.
2. One of the places the Illinois Department of Agriculture Meat Inspectors check. (two words)
4. The Illinois Consumer Federation is a (an) _____ consumer group which helps consumers with complaints.
7. If you are not sure who to complain to in Illinois, write the _____. He will help you or find the right agency who will help.
8. Danville's Chamber of Commerce is a group of _____.
11. One job of the Attorney General's is to fight air and water _____.

ACROSS

3. The business group that handles comments and complaints on appliances if you are not helped by the dealer or manufacturer. (abbreviation)
5. What the Chamber of Commerce wants to protect when they handle consumer complaints.
6. One of the businesses checked by the Illinois Department of Public Health for cleanliness.
9. The Illinois Attorney General fights any deception or _____.
10. The Illinois Department of Public Health checks on safety of food (including milk), drugs, devices, and _____.
12. Another word for consumer problem.
13. Who the Illinois private and government agencies protect.



Answers And Addresses Of The Agencies Are On The Next Page

ANSWERS TO CROSSWORD PUZZLE

DOWN: 1. policyholder, 2. slaughter house, 4. independent, 7. Attorney General,
8. businessmen, 11. pollution

ACROSS: 3. MACAP (Major Appliance Consumer Action Panel), 5. image, 6. restaurants,
9. fraud, 10. cosmetics, 12. complaint, 13. consumer

ILLINOIS ADDRESSES FOR CONSUMER COMPLAINTS

Danville Chamber of Commerce
103½ N. Vermilion
Danville, Illinois 61832

Attorney General's Office
William J. Scott, Attorney General
Supreme Court Building
Springfield, Illinois 62706

Illinois Department of Insurance
525 West Jefferson Street
Springfield, Illinois 62705

Department of Agriculture
Springfield, Illinois

Department of Public Health
Springfield, Illinois

Illinois Consumer Federation
Post Office Box 1461
Springfield, Illinois 62705

Major Appliance Consumer Action
Panel
20 North Wacker Drive
Chicago, Illinois 60606

The correct name and address of various manufacturers can be found in the library's copies of *Thomas' Register of Manufacturers* or *The Standard Directory of Advertisers*.

Be sure to keep the above addresses and those that will appear in the next **Consumer's Letter** in a handy place for reference.

Sincerely,
Pennie Gebhart
Assistant Extension Adviser
Home Economics, Vermilion County

UNCLE SAM PROTECTS THE CONSUMER

Several Federal Government agencies have consumer protection duties. Match the agencies in column 1 with their correct purpose in column 2 to find out how well you know their functions. Check your answers on the next page.

Column 1

1. Office of Consumer Affairs
Office of the President
Washington, D.C.
2. Federal Communications Commission
Washington, D.C. 20554
3. Federal Trade Commission
U.S. Courthouse & Federal Bldg.
219 S. Dearborn St.
Chicago, Ill. 60604
4. United States Postal Service
Consumer Advocate
Office of the Postmaster General
Washington, D.C. 20260
5. Food and Drug Administration
1222 Post Office Building
433 Van Buren
Chicago, Illinois 60607
6. U.S. Department of Agriculture
The Mall
Between 12th & 14th St. S.W.
Washington, D.C. 20205

Column 2

- a. Protects the public from false, dangerous, and obscene items sent by mail.
- b. Protects purity, quality, and labeling of foods, drugs, and cosmetics, and handles all complaints about these items.
- c. Controls radio and television broadcasts and telephone and telegraph use between states, controls ads on TV and radio.
- d. Grades quality of food, checks meat and poultry for freshness, protects raw foods from disease.
- e. Handles consumer questions and complaints, directs all federal activities to protect consumers.
- f. Prevents false advertising, packaging and selling, prevents sale of dangerous products between states, checks to see if labels are correct except on foods, drugs, seeds, and alcoholic beverages.



FCC

FTC

USPS

USDA

FDA

ANSWERS: 1) e., 2) c., 3) f., 4) a., 5) b., 6) d.

Besides the federal agencies on the front of this page, there are twenty other agencies who solve problems of:

senior citizens
veterans
needy
blind
disabled

day care
housing
insurance
stocks and bonds

air service rates & safety
transportation safety
traffic & highway safety
air & water pollution

If you need facts or have a problem in one of these areas call the Vermilion County Extension Office (442-8615) for the address of the agency to write.

Now that you know where to write, here's what to include:

1. Your specific complaint
2. The facts
3. What you have done about it



To save you time, here's the basic form for a letter to a business or consumer protection agency.

Your street address Your town, state, zip code Date	
Company or Agency Street address Town, State, Zip code	
Dear Sir:	
I am writing about _____ bought on _____ from _____. My receipt number is _____.	
My complaint is _____ _____.	
I thought you should be advised of my dissatisfaction. I will look forward to your reply and to how this situation can be resolved.	
Sincerely, Your Name	

Always keep a copy of what you write. Remember that retailers and manufacturers want letters that let them know your needs and likes as well as your complaints.

Sincerely,
Pennie Gebhart
Assistant Extension Adviser
Home Economics, Vermilion County

Et Cetera

OFTEN MATERIALS, OLD AND NEW, come across my desk which I would like to share with you, but in the past they had no "spot" or "home" in the journal. Thus, the introduction of the ET CETERA column. It will include new books, new consumer materials, curriculum guides, movies, etc., etc., which I feel you might like to know about.

PUBLICATIONS

This year, staff and graduate students here at the University of Illinois within our Division of Home Economics, Department of Vocational and Technical Education are conducting an extensive review and evaluation of consumer and homemaking materials available throughout the nation. The project being undertaken is sponsored by the Division of Vocational and Technical Education, the State of Illinois, and will result in a publication, "An Annotated Bibliography For Consumer and Homemaking Education." The bibliography will help teachers in secondary, post-secondary, and adult programs to be more effective as the publication acquaints them with materials suitable for their students and their curricula. It will save teachers' time and enable administrators to make decisions about materials to purchase on the basis of increased knowledge. The project is scheduled for completion July 31, 1974. Information regarding the publication should be directed to: Illinois Curriculum Management Center, 1035 Outer Park Drive, Springfield, Illinois 62706.

The Credit Union National Association offers a booklet listing the presidents of hundreds of companies; also consumer organizations, legislators, government agencies—all with addresses. The booklet is brought up to date every year, and hopefully next time they'll add addresses of Better Business Bureaus and manufacturers of clothing, drugs, and cosmetics. Consumers with complaints have learned that writing to the president of the company gets results. Now you can find his name. The booklet is 50 cents, including postage, and orders should be directed to "Information For Consumers," Box 431, Madison, Wis. 53701.

PANELS FOR CONSUMERS' COMPLAINTS

Do you have a problem with a major appliance, rug, or piece of furniture that you haven't been able to solve with your local dealer or the manufacturers? Several industries have set up panels to help resolve consumer complaints.

One of the first was the appliance industry's organization of MACAP (Major Appliance Consumer Action Panel) in 1970. It is located at 20 N. Wacker Drive, Chicago, Ill. 60606, and deals with problems related to major home appliances. For problems related to rugs or carpets, CRICAP (Carpet and Rug Industry Consumer Action Panel), Box 1568, Dalton, Georgia 30720, has been formed. The furniture industry has formed FICAP (Furniture Industry Consumers Advisory Panel), Box 951, High Point, N.C. 27261, to help consumers with problems related to their industry.

Although each panel follows a slightly different procedure, all share the same general approach. This is for the consumer to take the complaint directly to the store or dealer who sold the product. If that does not solve the problem, the next step is to write the manufacturer. Then, if necessary, the consumer may write to the Consumer Action Panel. In this letter, the consumer may send copies of the bills, receipts, letters, and other documents related to the problem. The consumer may keep the originals for his own file.

A FILM ABOUT CREDIT

"Your Credit Is Good . . . A Film About Paying Later" opens with a carefully laid-out sequence of artwork describing how installment buying works. Then in a series of dramatic vignettes the message is driven home that no matter what you think you've been promised verbally, no matter how good or easy it sounds—you pay what it says on the paper. You have to watch out for yourself, and the time to do that is before you've signed anything. Length—15 minutes. Color. \$175 or available on rental. Order from: Journal Films, Inc., 909 West Diversey Parkway,

Sue Summerville
Assistant Editor
Illinois Teacher
University of Illinois
at Urbana-Champaign

Chicago, Illinois 60614.

A CONSUMER EDUCATION CURRICULUM GUIDE

Although I'm certain there are many good programs being carried on across the nation, this one crossed my desk and I feel is worth mention. The Los Angeles Unified School District's publication No. X-102 is entitled, "Authorized Consumer Education Course, Home Economics—Grade 12." The outline is divided into five parts with conceptual statements, behavioral objectives, and learning activities given for each. The learning activities' sections are indeed complete with quizzes, role-playing situations, comparison shopping evaluation devices, case studies, games, etc. The curriculum guide is \$2.25, and orders should be directed to: Los Angeles Board of Education Publications, 450 North Grand Avenue, Los Angeles, California 90012. Please include the title and publication number, X-102.

ILLINOIS TEACHER BACK ISSUES DEALING WITH MANAGEMENT AND CONSUMER EDUCATION

These back issues are available at \$1.75 each. Please indicate in the blanks the number of issues desired. Letters in parentheses refer to subjects contained in each issue (see below).

Volume XIII, 1969/70 Relevance

Relevance in:

____ No. 2 *Consumer Education* (a,b,d,h,i)

Volume XIV, 1970/71 Home Economics
For the Seventies

Accent on:

____ No. 2 *Meeting Low Literacy Needs* (d,h,i)

____ No. 3 *Curriculum Ideas for the 70's* (b,c,h)

Volume XV, 1971/72 Old Values and New
Applications

____ No. 1 *Simulations and Games in Consumer Education* (b,h,i)

____ No. 2 *Consumer Education and Slow Readers* (b,c,d,h,i)

____ No. 3 *New Ways to Individualize Education* (a,b,d,i)

____ No. 5 *Home Economics in the Middle School; Home Economics Facilities* (h)

Volume XVI, 1972/73 Humaneness and
Home Economics in
the Secondary
School

____ No. 2 *Consumer Education and the Quality of Life; Drug Education; Legal Aid; Ecology; Nutrition* (b,f)

____ No. 3 *The Family in Today's Society; Occupational Programs in Child Development; Drug Abuse Prevention; Urban Communes; Toys For Consumers* (g,h)

Code: a) nutrition education, b) consumer education, c) teaching the disadvantaged, d) slow readers, g) child and family, h) housing and money management, i) individualized instruction.

Check enclosed for \$_____ in payment for _____ back issues. All orders for less than \$5 must be accompanied by payment.

Name _____

Address _____

City _____

State _____ ZIP _____

Please mail form to:
ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, IL 61801

WE NEED YOUR HELP!

WILL YOU TAKE JUST FIVE MINUTES TO ANSWER THE FOLLOWING QUESTIONS?

We are interested in continuing professional education for home economists and we would like to find out your interests. Will you please complete the following brief questionnaire and return it today? No postage necessary!

DIRECTIONS: Check the appropriate blanks below.

Yes Undecided No

If a correspondence course in problems and trends in home economics education were offered by the University of Illinois in *Illinois Teacher* and cost \$44 for 2 semester hours (one-half unit), I would probably enroll.

I would enroll for graduate credit.

undergraduate credit.

non-credit.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I am presently enrolled in a graduate course or program.

I am interested in obtaining credit for teacher certification.

I am interested in obtaining credit for salary increase.

I am interested in obtaining a graduate degree.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I am interested in learning more about the following topics (which could be included in the course described above):

- _____ Understanding one's self or the teacher as a person
- _____ Innovative teaching techniques
- _____ Evaluation of students and programs
- _____ Career education or home economics related occupations
- _____ Values and teaching
- _____ Disadvantaged students or students with special needs
- _____ Role of a Cooperating Teacher in the student teaching program
- _____ Space and equipment for a home economics department
- _____ Legislation related to home economics education
- _____ Teaching energy conservation
- _____ Teaching use of the metric system
- _____ Needs of the aging
- _____ Changing roles for men and women
- _____ Other (Please specify subject) _____

I am presently employed as a:

home economics teacher _____

supervisor _____

teacher educator _____

other (please specify) _____

I am not employed for pay _____

I have taught 0 years _____ 1-5 years _____ 6-10 years _____

11-15 years _____ more than 15 years _____

I have the following degrees: Bachelors _____ Masters _____ Doctors _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Please fold, staple or tape, and mail. We've already addressed and paid the postage for you. Thank you for your time and interest.

fold

FIRST CLASS
PERMIT
NO. 427
URBANA
ILLINOIS

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

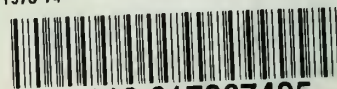
ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, Illinois 61801

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